

How Transition Is Covered In Local Authority Autism Plans

28 councils from across Scotland have now submitted plans on how they will support people with autism and their families in their local areas. One plan covers 3 local authority areas (East Ayrshire, North Ayrshire, South Ayrshire) and another covers 2 (Stirling and Clackmannanshire).

We have gone through these plans and selected the most pertinent sections of these plans about how they manage to tackle the issue of transition from one service to a different one, the different expectations and resources that may be made available.

We have selected sections of these plans in this document that will allow an examination of how some councils are tackling this matter.

It should be noted that the best way to support people with autism in the transition is to improve the quality and quantity of services generally. So where a council does not say much about transitions in particular, it should not be assumed that there is no attention to the matter taking place.

Hopefully this document will allow the identification of some of the good practice that is taking place in many parts of Scotland and will see it extended to other areas as other local authorities learn from their peers.

Where a council is not named it means that they have not yet submitted an Autism Plan for their area.

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Learning Disability Alliance Scotland

Wednesday, 18 February 2015



Aberdeenshire

5.1 A Local Autism Strategy (Goal 1)

The leads of the ADSOG and the GIRFEC sub group will meet on a bi annual basis to develop quality assured processes and practice for people with autism on the transition from services for children to services for adults and task the above groups as required.

5.3 Ease of Access to Information about ASD (Goal 3)

All primary and secondary schools in Aberdeenshire have a copy of "Working Together to Support Autism" 5 which contains "a framework for an autism friendly school", information about working with a pupil with Asperger's Syndrome and a P7-S1 passport to aid transition. A post-school passport is also available.

5.4 A Process of Data Collection (Goal 5)

Aberdeenshire's Education Learning and Leisure Service collects data on pupils with additional support needs while data in respect of adults is collated via SCLD and eSAY.

Nevertheless the ME highlighted the need to develop a comprehensive process of data collection that can then be used to inform service development.

We will achieve this in Aberdeenshire by:

- The formation of a multi-agency overview plan relating to data collection ensuring key transitions are well-informed. (2015. Led by EL&L)
- Using the individual records of service users to identify need, both met and unmet, to plan capacity and to commission appropriate services. (2014 GIRFEC Leadership Group for Children ; ASDSOG for Adults)

Where are we going?

Children, young people and adults with ASD will receive, from cradle to grave, support, resources and services in response to their needs, when they need it. Multi-agency coordination of assessment and planning is central

- For children and young people, the introduction of a 'Named Person' will provide the link between diagnosis and intervention and will provide an access route to the IAF process. Young people with complex needs will make the transition into adult services with an action plan based on assessment, diagnosis and information on progress. For adults with disabilities, health and social care services have been working on the 'joint strategic commissioning framework'. A joint Health and Care Partnership Committee will be established in the year 2013/2014 and a joint financial framework comprising all social work and primary care resources for the learning disability service will be in place by the end of 2014. Plans are in place for joint commissioning of services for adults with learning difficulties by the end of 2015.

5.8 Transitions – Multi-Agency Procedures and Plans (Goal 9)

Aberdeenshire EL&L's multi-agency P7-S1 passport supports transition between primary and secondary school and by the end of session 2013-2014, all secondary schools will use 'Transitions in Action' a curricular resource pack focusing on transition in a staged manner. A passport to support children moving from pre-school provision to P1 is in process of development.

Similar single service type transition initiatives exist in other services, and the challenge lies in ensuring that these single service processes remain modern and in ensuring the development of multi agency approaches where required

Accordingly:

- Services in Aberdeenshire will ensure that key processes and practice provide appropriate support to people with ASD throughout their lives, and particularly at times of developmental change and transfer of responsibility between services. **(GIRFEC Management Group; ASDSOOG July 2014)**

Aberdeen City

2.5 Children and adults on the autism spectrum each have a unique set of conditions which do not necessarily fall within the categories of learning disability or mental health. Access to services and supports in Aberdeen City can be complicated by the eligibility criteria of particular services. As a result, the ideal of a seamless transition from one stage of an individual's life to another may be difficult to achieve. This is particularly relevant to people with Asperger Syndrome who may not fulfill criteria for either service but have clear support needs, particularly at the time of key transitions.

In response to guidance such as the Scottish Government's report *The Keys to Life* (2013) services are moving towards functional assessments which consider an individual's "capacity" to manage as independently as possible with identified support in place.

The Scottish Government's Mapping Exercise conducted in 2012 (ME) and consultation with young people and their families highlighted that, having enjoyed supports and interventions at school, some young people feel unsupported when they leave. This is particularly true for young people with Asperger Syndrome (AS) and High Functioning Autism (HFA) who would welcome support for the transition into employment. They feel adults such as Job Centre staff and employers lack knowledge about ASD.

Aberdeen City's services, in collaboration with NHS Grampian, Police Scotland and other related services, are developing an Action Plan for five age groups. Positive outcomes for individuals with ASD are set against the Scottish Strategy's timeframes of two, five and ten years. The Action Plan acknowledges the need for flexible approaches in response to the complexity of an individual's changing needs at different stages in life. The Aberdeen City Autism Strategy sets out five stages marked by important life transitions:

Birth to primary school **0 – 5 years**

1. Primary school **5 -11 years**
2. Secondary school **11- school leaving age**
3. Post School **School leaving age– 25 years**
4. Adult lifespan until retirement and beyond **25 – retirement and beyond**

5.3 Indicator 5: Data Collection

☑ Aberdeen City Education and Children's Services collects data on pupils with additional support needs which identifies learners with ASD. The current inclusion review will develop processes to ensure data is collated appropriately in order to inform practice generally and transitions in particular.

For children and young people up to the age of 13 years the diagnosis of autism is made in a hospital setting by the Department of Child and Family Psychiatry or Department of Community Child Health. Young people between the ages of 13 and 18 years are referred to the Young People's Department. Work is ongoing to ease the transition between child and adolescent departments and onward to adult services.

Assessment of need over time varies from individual to individual with good transition planning key to successful outcomes for people with ASD. Good practice suggests there is a lead person at each stage who has responsibility for coordinating assessment and intervention which is 'person-centred'. Many adults however will wish to be responsible for accessing services themselves and do not need a coordinated plan. While the needs of some are lifelong and comprehensive for others, a thin thread of access to support is sufficient for day to day life.

The young child experiences many transitions throughout his or her schooling which require careful preparation and management. The Scottish Government, in partnership with local government and the NHS, is giving high priority to redesigning services around the principles of prevention, early identification of need and early intervention. Evidence suggests better outcomes, as a result of effective early intervention for the child, can also lead to financial savings for service providers later in life. Multi-agency working is the priority outlined in *The Same As You?* (2000), PHIS Report (2001) and more recently *A New Look at Health - The Early Years - Good Health for Every Child* (2011).

Where a child requires additional support in the school setting, there is regular assessment and monitoring of need to ensure needs are met and transitions well planned for. For children whose needs involve the service of more than one agency, GIRFEC provides a process of staged intervention for meeting changing need throughout school and beyond. The Education (Additional Support for Learning) (Scotland) Act 2004 as amended places responsibility on education authorities to help prospective school leavers with additional support needs make the transition from school to post-school life successfully. School leaver destinations and information about progress is recorded to inform future planning.

The Mapping Exercise also highlighted the need to deliver social skills training at all stages. Nurseries provide social opportunities throughout their sessions, e.g. snack-time; turn-taking; etc. There is now increasing emphasis on this at the primary stage. At secondary level all schools were also invited to take part in the "Transitions Project" funded for three years by the Scottish Government and run jointly by the National Autistic Society (NAS) and Inspire. The vision of the Transitions Project, which currently works with pupils from S2 upwards, is to support and prepare pupils with autism for progressing through and leaving school.

Young people report a positive experience of college (North East Scotland College) and the two universities. Support systems are responsive to needs and students in Aberdeen City benefit from further support available from the NAS. There are also, however, reports of students who have not managed to make the transition to further education in spite of successful applications and others who have not completed their courses.

The pathway for young people leaving school or further education into employment can be complex and fraught with barriers. Whilst there is a wide range of opportunities and post school supports available to all, for young people with Asperger Syndrome and High Functioning Autism there are currently no autism specific services to support them with the transition into employment. Some report feeling ill-equipped to enter the world of work and would feel more confident knowing future employers have some awareness of their condition.

5.7 Indicator 9: Transitions

☑ Transition planning is considered important within the school setting with transitions large and small occurring for children and young people on a daily basis. In Aberdeen City all nursery children experience a planned induction to primary one with some schools providing individualised autism specific support. The review of inclusive practice recognises the importance of early intervention for young children with autism. Plans are underway to implement a primary/secondary school transition process for learners with autism starting in P6. The aim is to ensure individual needs and concerns are met and secondary staff are well prepared in terms of information, skills and training. There are

currently five secondary schools with specialist MICAS bases. The majority of pupils considered to need a high level of specialist support access base placements. The Inclusion review is considering how best to develop capacity within mainstream settings. All schools in Aberdeen City have had access to “Transitions”, a project funded by the Scottish Government. Transitions aim to support young people with autism through the transition from childhood to adulthood. The project leaders work in partnership with schools, through group work and

social activities to prepare pupils in S2 and above as they progress through and from secondary education. A recent evaluation of the Transitions project enlisted responses from parents, school staff and the young people themselves. One parent said “I am extremely glad that my son was given the opportunity to participate in this invaluable project. He has flourished and it is a joy to watch him engaging socially with others.” Responses from pupils included:

- ☒ “I feel more confident to meet people”
- ☒ “I feel more confident talking to people”
- ☒ “I feel better equipped with how to deal and communicate with people”
- ☒ “I can now talk to people without embarrassing myself”

The Transitions Project aims, this coming session, to focus more on post-school transition. While there are supports available for post-school transitions, they are not accessed consistently.

☒ The Aberdeen City Youth Employment Activity Plan (2012/2013) is in place.

☒ Aberdeen Guarantees is a new partnership commitment to providing learning, training and work opportunities to all 14-25 year olds. The new brand represents the collective efforts of the public, private and third sector in assisting and enabling young people to progress towards employment.

Aberdeen Guarantees will profile a range of approaches in school & post school which are already in place to support young people into positive destinations, promote good news stories and advertise new training and work opportunities for young people in Aberdeen.

☒ The Mapping Exercise highlighted the need for support for and through major transitions with improved co-ordination of services – ideally life-long person-centred planning.

☒ Major problems are reported in later life with retirement and/or the loss of a partner resulting also in the loss of familiar routines and structures.

Action:

☒ Education and Children’s Services is reviewing its approach to supporting children and young people with additional support needs, including planning for transitions, which will incorporate the needs of those with autism.

☒ Consideration should be given to the sustainability of the Transitions Project, whose funding ceases June 2015.

☒ The Implementation Group should consider key transitions in the context of lifelong person-centred planning.

Angus

Shaping the Future

In March 2011 a report was published entitled Shaping the Future, which was a transitions project developed in partnership with Angus Social Work and Health and Capability Scotland. The project aimed to stimulate debate on how services for young people and adults with autism could develop, with the main focus being on transition from school to adult life. The project focused on revealing gaps in services as perceived by families. The main issues and gaps in services identified after consultation were information issues, lack of social activities for young people and adults with autism aged 14+, a need for respite and short breaks specifically for adults with autism, transition issues, the need for wider access to further education opportunities and comprehensive autism training and awareness for staff.

Plans for Service Improvement – adults

Diagnosis will be the key to accessing the right support from health, social care and educational specialists. The developing NHS care pathway of ASD will be part of a multi-agency health, education and social care pathway covering all aspects of the individual's life. The health element will focus on:

- Assessment and diagnosis
- Advise on specialist care and interventions
- Advice and training to other health and social care professionals on diagnosis, assessment, care and interventions for people with ASD
- Provide specialist advice on transition along the pathway back to mental health services or social models of care.
- Capital project work that is commencing in the 3 resource centres in January that will provide autism friendly environments.

Children with Disabilities Team and Strathmore Centre respite service

This is an Angus-wide service for all Angus children with complex additional support needs. It consists of a small adapted residential respite unit and a field team of community-based social workers. The social work team will make assessments to determine the support required by children and their families, including children with autism.

The service may provide respite care in the family home, via childminders, foster carers, direct payments or at Strathmore Centre, either on a day care or overnight basis.

The team works with children with a significant and permanent disability or medical condition from birth up to the age of 18 years with a view to:

- Supporting children and young people achieve their potential
- Support the families of children and young people with disabilities
- Support young people in transition from children services to adult services
- Promote the independence and integration of children with disabilities.

5.6 TRANSITION

Outcome for Angus Services

People with ASD are supported into adult life.

Current provision

Angus Council's transition process aims to identify those young people who are likely to have long-term needs and who will require ongoing support and/or assistance in adult life. There is a well-developed multi-agency protocol to support the transition of young people from school to post-school support and services.

Transition conferences are held annually within each school area. These conferences are multi-agency and the partners involved in this process with the school include parents/carers, representatives from Health colleagues within the People Directorate (in particular, the Adult Services Care Managers for Transition), the Educational Psychology Service, Community Child Health, Adult Learning Disability Health, NHS Tayside, the voluntary sector, Careers Scotland, Angus College and local training providers.

Management of the whole process is a joint responsibility, with the school playing a major co-ordinating role. During the process of transition, the balance of responsibility shifts from school to post-school service providers as appropriate.

The purpose of this process is to:

- ensure that appropriate agencies are aware of children who may require their support
- identify young people who may require that services beyond school
- identify additional services that may be required by each young person
- identify additional post-school service providers who should be made aware of the needs of individual pupils
- support schools to make appropriate referrals to adult services and other sources of support
- advise parents/carers and pupils on the range of post-school services available
- allow partner agencies to gather information to allow future service planning
- develop a picture of referral patterns likely to emerge over time
- identify young people in need to avoid anyone 'falling through the net'.

You said:

- Improve co-ordination, communication and information sharing between core services such as health and education: 'instead of the family being the middle man who shares information between services'.

Plans for service improvement

The transition process is subject to annual review and ongoing development. The review has already identified the need to improve involvement of adult health services in the arrangements and to improve information on transition for children and families through the development of a booklet.

Argyll & Bute

5.1 Transition Planning for Individuals – The Key to Success.

Argyll & Bute Partnership recognises that establishing new provision for individuals will mean a period of transition. It is essential whilst planning transition and throughout implementation that all parties are aware of their role and responsibilities and are accountable for participating fully in the process to ensure success.

It is recognised that transitions are a source of anxiety and unpredictability which can have a major impact on individuals living with autism. The Partnership must further develop its skills in managing such transitions and ensure that plans are in place to support the sensitive nature of such a life changing experience. Recognition of the specialist needs of individuals and in particular the complexities associated with transition is essential. Individuals with autism may experience difficulties with communication, socialisation, adaptation to environments and flexibility of thought, therefore any transition whether it be micro or macro can result in an increase in anxiety for individuals and challenging behaviour. The Partnership aspires to provide services which are able to support individuals at these most difficult times by providing person-centred support which ensures routine, structure, consistency and predictability and leads to an increased quality of life.

The Partnership will promote a culture where individuals, family/ carers and other stakeholders can expect commissioners of support packages to work closely with them to plan the introduction to a new service/ staff, ensuring the transition is sensitive to the users' needs and paced to achieve minimal disruption.

On completion of the transition, the Partnership and its contractors will be responsible for delivering the full package of care and support and will comply with all statutory responsibilities including ensuring the provision is appropriately registered with The Care Inspectorate.

9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.

The authority will ensure that planning meetings for all children with an ASD moving from early years to primary education are in line with the ASL Act (2004)(2009). Planning meetings will include all multi-agency partners, parents and the individual.

Individual educational plans will be person centred and will encompass the wellbeing indicators in line with GIRFEC principles and guidance. This will ensure monitoring of progress and identification of further areas for intervention.

Review reports will reflect the well being indicators of GIRFEC ensuring that each child or young person is at the centre when developing a shared understanding within and across agencies.

We will promote ASD aware environments in schools to take into account any sensory issues experienced by the individual.

There will be a review of the existing transitions guidance, incorporating ASD and ensure the development of good practice transition guidance across all partner agencies and organisations to ensure appropriate support for individuals with ASD through life stage transitions.

We will ensure Getting It Right at Post School Transition guidance includes those individuals higher functioning on the spectrum.

We will monitor the outcomes of projects funded via the national strategy development fund to identify cost effective models of professional and parent training that can be implemented in Argyll and Bute.

Joint Ayrshire Plan

(GPI 9) Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.

1. Ensure multi-agency transition plans and protocols are in place for key life-stages
2. Ensure transition pathways are person-centred and respond to the needs of people with ASD

Responsible - Ayrshire Autism Partnership

By October 2014 and ongoing

Dumfries and Galloway Plan

A number of consultations have taken place across the region. The key headings show the following areas to be of concern for people with ASD and their families and Carers:

- Support in Schools
- Lack of standardised information and how to access it
- Coping with life at home
- Transitions into adulthood
- Diagnosis
- Service provision in a rural area
- Training
- Workforce development
- People with ASD without a learning disability
- Mainstream inclusion v Specialist provision
- A comprehensive summary of consultation conversations is at Appendix 3.

Dundee

What has been done

- ASD development fund research and National Mapping of services has identified information re potential directory of services
- NAS Facebook page sign-posts to activities and support
- SLT/CAMHS: post-diagnostic package 'New Pathways'
- 'Discovering Bairns' provides local information for a wide range of services including ASD
- Some one-off awareness raising events

What needs to be done

- sign-posting which is community based and maps access to universal services wherever possible

An additional point

Build upon the early signs of success of the Enable/transition worker interventions to provide work experience and work skills for young people from S3 onwards which lead to local employment or voluntary opportunities

East Dunbartonshire

What do we do well?

- Good progress has been made in streamlining forward planning for young people with autism in transition to adult services – although this has so far been focused on Social Work and Education and needs to be widened to other agencies;

What improvements were recommended (in our consultations) ?

Clarify responsibility for the on-going specialist clinical care of people with autism who have Aspergers and /or associated mental health problems (but who do not have an intellectual impairment) ensuring that community mental health teams have the capacity and expertise to offer a service to young people in 'transition' and older adults;

Map a pathway for young people in transition to adult services

Incorporate internal Social Work operational procedure between Children & Families and Adult teams around assessment, involvement of adult social worker, eligibility for adult services and agreeing support plan

Incorporate the existing Social Work Children & Families autism pathway

Include role of any other agency involved at transitional stage

- Education
- Psychology
- CAMHS

Ensure that current processes which make plans for individuals are used appropriately for people with autism including

- school transition reviews
- social work reviews (if looked after child)
- care programme approach (if young person has a serious mental disorder)

East Lothian

Transitions – we are working towards making sure that there is one lead person in each school who is responsible for co-ordinating planning transition.

Transitions – there is a range of issues here, for example:

- there may be difficulty in ensuring that appropriate agencies are represented at transition planning meetings – especially Health or Employment Services or Further Education staff. There may be difficulties in prioritising the early allocation (or representation) of an Adult services social worker and all too often effective planning is not possible within the timescales available, which sometimes may only be a few months
- in circumstances where a young person has received a very late ASD diagnosis, difficulties with transition planning are further exacerbated
- the process of transition beyond school is particularly stressful for parents who are extremely anxious about the future. For more information, see page 14.

How we will address these issues

We have identified a list of actions that we think will help, for example:

- identifying and improving pre-diagnostic and post- diagnostic services and supports for children, young people and adults with an ASD diagnosis
- developing advocacy, befriending and mentoring services for children and young people
- providing local education services to meet the needs of local children with ASD, wherever possible
- trying to ensure that young people have a positive experience of successful transition into adult life, and into adult services where possible
- ensuring that service providers and their staff have the appropriate knowledge and skills to work effectively with service users with ASD
- ensuring that the East Lothian populations, communities and staff delivering services are autism aware and respond positively to service-users with ASD.

Adult Transitions – there are a numbers of issues around transitions, for example:

- the process of transition beyond school
- parents having to advocate for their child – The East Lothian Council Service Map (2013) further highlighted the concerns expressed by parents advocating for their son or daughter .

Action on well being

- Collate, map and publicise information detailing existing support services available to service users with ASD.

- Identify gaps in support services available to service-users with ASD and agree partnership priorities for joint resourcing and commissioning of services.
- Ensure timely and effective transitions planning for every young person leaving school.
- Develop proposals to provide a multi-agency Birth to Age 25 Years Service, addressing transitions at Nursery to Primary, Primary to Secondary, Secondary to Adult Life.
- All young people with ASD leaving school in June 2015 will have a transitions plan confirming a positive post-school destination prior to their school leaving date.

East Renfrewshire

INDICATORS, TARGETS AND ACTIVITIES

- Number of young people on the autism spectrum who have plans in place for transition to adult services.

Key Activities

Review good practice guidelines and incorporate these into pathways, including key life transitions.

Edinburgh

The Council currently knows of approximately 850 children aged 0 – 18 years with autism in educational establishments. This number reflects the national prevalence figure and is significant for planning future transition and adult services for people with autism.

The Edinburgh Autism Plan Group, which focuses on adults and young people in transition without learning difficulties, has been meeting since June 2012. However, a group focussing on an autism plan for children and young people has recently convened and this work is still in the process of development.

Key principles informing practice across Edinburgh focus on ensuring that effective provision:

- Is focused on achieving seamless support through transitions

Edinburgh is fortunate to have some good quality services for adults with autism who do not have a learning disability. Edinburgh services include

- The Health and Social Care's Aspire service (part of the Transition Team) – a social work service for young people with autism in transition
Young People in transition - the Council's Aspire team bridges the transition from children to adult services. The transition route is complicated, as the age of transition to adult services is not the same in all services. We recognise that there is an established referral route for Council schools to this service and links are being made with local private schools. The challenge for this service is late diagnosis of autism, which sometimes happens just at the stage of transition. People told us that transition is particularly difficult if the young person had a late diagnosis or had not been attending school, as there would have been no transition planning.

Edinburgh's autism matched care model

- The model will need to pay particular attention to the care pathway at points of transition from child to adult and adult to older people's services.

Work has begun on several aspects of the integrated care pathway

- Ensuring Lothian's Best Practice Transition Protocol is adopted by all child and adolescent mental health services across Lothian and adult transition services (diagnosis)

The Council's Aspire team and Local Area Co-ordination team now provide social work assessment and support for young people with autism who are in transition (initial and ongoing support).

The Council's investment in adult autism services for people without a learning disability is small in comparison to the identified needs. £115,450 was invested in 2012/13 on Number 6 One Stop Autism Shop & Aspire social work transition service), this included a grant of

£35,000 from the Government. In 2013/14, funding of £238,450 has been identified (this includes £70,000 short term funding from the Government) to develop the plan and for service improvements and to ensure that existing quality autism services are sustained. See Appendix 5 for more detail on spend.

Recommendations

2. Improve service planning and develop shared training to support better transition between children and adult services to be demonstrated by:
 - Getting It Right Transition Planning allowing for collaboration of adult and children services to plan for next steps
 - Transition groups running for young people of school leaving age addressing skills of independence and social awareness
 - Increased number of students supported in 5th and 6th years at High School offering opportunities such as the JET programme, collaboration with agencies such as Enable and Caledonia Youth to support skills of independence and relationships.

3. Completion of an Integrated Care Pathway for young people in transition and adults with autism as outlined above.

Fife

Whilst we have developed a Transition Charter and a Joint Commissioning Strategy within Fife we now need to ensure that these are to the benefit of people with autism and their families. Along with this, Fife Council Education and Childrens' Service will continue to improve their service to young people with autism and their families through their Autism Spectrum disorder Improvement Plan 2011 – 14 (appendix 3). We will also continue to improve the information we have about people with ASD in Fife and their needs, and the services we have provided. Using this and other pertinent information we plan to evaluate improvements using a range of methodologies against national standards and local plans.

Adult Services –Fife Council/NHS Fife – Learning Disability

All disciplines working within these services have become much better at formally recognising associated needs and adapting interventions and communication. Speech and language therapists and clinical psychologists are able to advise on use of social stories, structured plans, managing anxiety and behaviours in times of transition or change, as well as on the difficulties associated with deficits such as social empathy and reciprocal relationships.

Transition Charter

Multi-agency partners across Fife Council, NHS Fife, the Independent Sector, Further Education colleges, service users and carers have recently produced a Transition Charter which outlines how we will support young people with disabilities, ASD and mental health conditions as they move from school and Children's services.

The Fife Health and Social Care Partnership launched the Transition Charter and a Transition Website in September 2012. It is important that we have a Charter for Transition in Fife so that young people and their families know the standard of care and support they can expect from the agencies, public services and other organisations helping them.

The Charter sets out four standards that guide how we support young people and their families through the transition process.

Fife Direct web link www.fifedirect.org.uk/movingon

National Strategy	Current Action / Progress in Fife	Service users and carers views	Next steps
7. A framework and process for seeking	In Fife Service users / Carers are currently involved		

stakeholder feedback to inform service improvement and encourage engagement.	in strategy and development groups i.e. Transition Implementation Group		
8. Services that can demonstrate that service delivery is multi-agency in focus and co-ordinated effectively to target meeting the needs of people with ASD.	Transition planning pilots are in place.		
9. Clear multi-agency procedures and plans which are in place to support individuals through major transitions at each important life-stage.	Multi-Agency Transition Planning arrangements in place to support young people with additional support needs moving from School and children's services to adult services. Multi-Agency Transition Implementation Group driving forward developments in transition planning.	Most people with autism seemed unaware of what options are available after school age. Transitions planning should be multi-disciplinary and holistic. Families need support around this. Awareness of potential problems would be helpful. More services which work for ASD are required for adults.	Monitor, evaluation and review of these arrangements in place through the Transition Implementation Group. Develop a pathway for adult transitions for young people not attending school. Develop a multi agency pathway for life long transitions for more able individuals

3. Transitions

Task	Progress	Evaluation
Identify, evidence and promote current good practice at all stages	ASIST has collated examples of good practice in relation to transition and these are being combined to form a resource to support transition at all stages.	
Capture parents' views on transition processes at each stage	A parental questionnaire has been piloted and the views of a group of parents obtained. Unfortunately the sample size was disappointingly small and consideration will be given to developing the survey method to obtain a higher return rate in future.	√
Develop Fife Transition Guidance consistent with the GIRFEC principles	As noted in task 1 a transitions resource is in preparation and will be available during Session 2013-14. The Strategy Group should now consider the Fife Transitions Charter with regard to the post school transition of young people with ASD, particularly in terms of their need for ongoing support. The principles outlined by the Scottish Transitions Forum and the Scottish Strategy for Autism will be embedded in resources prepared with a view to monitoring impact on practice.	

Falkirk

Effective Practice, Example 4: Person Centred Transition

3.5.1 Using the PSP approach to inclusive planning and commissioning, multi-disciplinary adult services from social work and health worked with families, service users and care providers to successfully support four young men with complex ASD to make the transition into their new homes in the Falkirk area. Two of these young men had lived out of area in autism specific residential schools since children and two of the young men had spent years as inpatients in an assessment and treatment hospital. Person Centred Planning was a key element to 'getting it right' and developing a model of support uniquely tailored to individual need whilst ensuring the strengths and gifts of each young man were acknowledged and built upon to develop independence and capacity for growth. Assistive technology has been integral to supporting this and continues to be a positive experience for the young men using it.

Areas for Further Development

4.1 Transition Planning

4.1.1 Families and carers identified transitions as particularly challenging. While the transition into adulthood holds particular challenges due to the move from children's services, where it is perceived that a wider range of supports are available, other transitions were also identified as resulting in stress and anxiety for both carers and service users; for example, the move from pre-school to primary school, and the move from primary to secondary school, and the move into the world of work.

4.1.2 Parents and carers, professionals and service providers all identified the need to better anticipate and support transitions. While there are examples of good transition practice such as the Daldorch project (see 3.5. Person centred, page 7) our current planning and practices need attention if we are to achieve more consistency in anticipating, planning for and supporting individuals, families, parents and carers through periods of transition, which by their very nature require change and adaptation.

4.1.3 The same attention is required to practice around unexpected or unanticipated changes, such as when a sudden onset of poor health on the part of a parent or carer affects their ability to maintain their caring role. At these times acting in a timely and coordinated way to reassess needs and put supports in place is vital.

4.1.4 In essence any change is difficult for those affected by ASD and services and professionals need to be particularly sensitive and responsive at such times. In particular, families and carers identified the lack of training

and work opportunities and of tracking of adults once they leave the post school college phase. The move on from relationships with staff in children and families services and the need to develop relationships with new individual, agencies and professionals is recognised.

4.1.5 Many of these transitions can be planned for and key to successful transition is well planned and prepared-for moves, involving all appropriate individuals and agencies.

Highland

Highland Adults Autism Workplan

Action 4a) Develop referral and assessment pathway for primary care

Current position - Some draft pathways produced. Transitions protocol for school leavers under development.

Highland Children Autism Workplan

Outcome Clear multi-agency plans to support individuals through major transitions.

Actions

- Schools/others will be encouraged to append additional information to Child's Plans to give more detailed information
- Audit a selection of plans to consider quality, whether arrangements were followed through in transitions plans etc

Timescale By April 2014

Measures / data source - Annual audit of the quality of child's plans using the Highland Audit Tool, with an additional ASD focus.

Inverclyde

Inverclyde Communication Outreach Service also submit reports for diagnostic clinics, the Child and Adolescent Mental Health Team and other agencies. ICOS are closely involved in running the Cygnet parent training programmes and supporting students and families through the transition process. The team is involved with schools in the strategic development of services for children and young people with autism

Educational psychologists offer consultation and support to the Inverclyde Community Outreach Service, contributing to their 2013-1015 Improvement Plan. The service has also taken part in the Communication Friendly Schools working group which has been addressing the needs of the students and schools in the transition to the new and amalgamated schools in Inverclyde.

ENABLE(Support for Employment) = Employment advisers from ENABLE help adults with autism and learning disability to find and keep a job. They also work with adults with autism at West College Scotland (formerly James Watt College) to make the transition from further education to employment.

The Inverclyde Communication Outreach Service is working on developing protocols for all transitions, so that transitions for individual young people with autism are organised on a less ad hoc basis. It was felt that students should be more involved in the decision making process relating to transitions and that communication supports should be in place to facilitate that involvement.

Every school in Inverclyde receives a Transition Pack, with resources to help students cope with transitions. Educational Psychologists contribute to transition planning at key stages within a young person's development, where appropriate. They develop strong links with post school providers and other stakeholders, such as More Choices, More Chances, Skills Development Scotland, Community Learning Disability Team and ENABLE. Clear multi-agency procedures and plans are in place, particularly to support young people who are looked after and away from home and who have a diagnosis of autism. If the young person is known to the Child and Adolescent Mental Health Team (CAMI-IS), an enhanced transition programme will be put in place.

For some pupils, the concept of change and the move towards adult services is introduced as early as Third Year, according to the professionals we spoke to. The Children and Disabilities Team carry out an initial assessment and identifies what support each person requires. A multi-agency meeting is then held to discuss how the individual young person's needs will be met. Support from the Department of Work and Pensions is also sought to ensure that the family is able to maximise their income. A transition worker is then appointed for each child who will coordinate the supports required for that child during the transition process.

There is a protocol in place between adult learning disability day opportunities and specialist schools that describes how the respective services will support the transition process, with the focus gradually moving away from the adult services staff visiting the young person in school and towards the young person spending increasing time in adult settings. Post placement reviews take place after the young person has had time to settle in (usually after 12 weeks).

West College Scotland (formerly James Watt College) runs a STEP Link Week in March each year so that school students can try out the courses.

Case Study - A transition group of 5 children with autism was formed. There were all moving from nursery to the same primary school. The Early Years Outreach team helped to develop the children's confidence and support the children to follow a class timetable, making the transition from nursery a more positive experience than it would otherwise have been.

Consider For the Future

- A smoother, more robust, and more planned transition from all pupils with autism, regardless of where they go to school.
- Protocols for all transitions to be formalised and embedded in policy from pre-school all the way through to the transitions to adult life.
- Consideration of how transition can be gradual with some children and young people's services handing over to adult services over a period of years, rather than everything changing for the young person at once.

Midlothian

Services For Children

Moving into School

At the point of moving into nursery school the Midlothian Assessment and Staged Planning System ensures that a joined up approach is used to coordinate support, that people work together to make sure that a child's needs are met, and that there is a clear plan to support the child to meet their potential. This support follows the child throughout their time at school. The principle is that children are supported in ordinary schools and mainstream education with the right kind of support.

Moving on from School

- Specialist workers within Children and Families locality teams support young people with a Disability and Autism, and their families both during childhood and to prepare for moving on from school.
- Social Workers from Children's Services and Community Care Teamwork closely to prepare young people for their life as an adult. Specialist Transitions Workers work closely with people and their families to plan for their future after school.
- An annual Transition Fair takes place each September to highlight the choices that may be open to young people. A Transition Forum and regular review meetings checks that planning is in place for young people with Autism who are leaving school.
- Midlothian has been successful in attracting additional investment to improve planning and services for two Short Term Projects funded by Scottish Autism Development Fund. The last round of bidding resulted in two new local initiatives being funded, one aimed at young people with Autism, supporting them to prepare for leaving school by having a clear plan for their future developed with their families and people who know them best, and a second in partnership with East Lothian and Barnardos supports families of young people between the ages of five and twelve who have behavioural difficulties which have an impact on home life.

Joint Planning

The core group will refine an effective system for collating information about young people with Autism to assist with planning for Transition and Adult Services. They will also ensure that a system is in place for people with Autism, families and carers to contribute to service improvement.

Transition to Adult Services

The Transitions Team and workers within Children and Families locality teams support young people with Autism and their families from Children's Services to Adult Services and are developing particular expertise around supporting people with Autism.

There are clear procedures for supporting young people with additional needs in Midlothian via GIRFEC, the 16+ forum, a Multi Agency Assessment and Planning System, and Transition Passports.

Transition, however, remains a key area of concern for people with Autism and their families and Carers in Midlothian.

- We will build on the experience and success of the short term Autism Development Fund project based at Saltersgate School in Dalkeith. This provides a model for good planning and preparation for young people with Autism who are about to leave school.
- We will look at the role of Local Area Coordinators in working with young people to help make good plans for their future in plenty of time.
- We will ensure that transitions workers engage with young people as soon as they can in order to get time to keep people and their families at the centre of their future planning.
- We will explore how best to develop a set of Personal Outcomes for each young person and identify who will be responsible for providing the range of advice and support that they need.
- There are different routes depending on the outcomes that have been identified and agreed. For people with more complex needs local support organisations will provide support and opportunities around a clearly agreed plan.
- Midlothian Training Services Transition Coordinators will engage with young people and their families, seeking out young people who may be difficult to reach and have been disengaged from education, training or employment.
- The Midlothian Training Service will provide support, including support on a 1:1 basis, to build on young people's confidence and support their developing interests
- The Disability Social Work Team have been training in outcome focussed assessment and intervention and Carer conversations. We will review the role and structure of the team so that it is in a better position to meet future demand and to respond to the opportunities created by Self Directed Support Legislation.

Moray

Transitions, at all key stages, must be tailored to the individual, ideally through a Person Centred Approach using the Scottish Transitions Forum guidelines²³ , coordinated by an identified lead professional .

North Lanarkshire Council

Our aim is to develop the 'Mapping the Journey for Children and Young People with Possible ASD' into an All-age Pathway. Existing good practice in partnership working, multiagency working, and engagement with people on the Autism Spectrum, family members and carers will be strengthened through the development of the All-age Pathway which will detail information around:

- Diagnostic processes
- Interventions
- Resources
- Supports
- Transitions
- Education
- Health
- Adulthood
- Work
- Self-Directed Support

Transitions

All children and young people go through transitions in their education. Planning is required to ensure continuity and progression between stages, breaks in education or a change in circumstances.

Since Autism impacts on children and young people in different ways it is important that we tailor supports to the needs of the individual, and not make general provision for all children and young people with a diagnosis such as Autism.

A diagnosis helps to inform the assessment process. However further information is required to ensure that support will be appropriate and proportionate to individual needs. The duration of such support will vary accordingly to the needs of the individual child or young person and their situation. Managing transitions often involves a higher number of professionals; hence the process of planning has to outline the ways in which professionals will work together to meet the needs of the child or young person on the Autism Spectrum at every stage of their transition. **(Indicator 8)**

Transition: Leaving School

Each young person on the Autism Spectrum who requires support will already be known to Education, Health Services and Skills Development Scotland (SDS) and may have identified links with one or more of the following:

- Community resources
- Mainstream employers
- Local support organisations
- Statutory bodies
- Supported employment services.

Throughout transition, the need for an effective approach is critical in ensuring children and young people get the support that is right for them, to promote friendships and ensure that opportunities within their communities are identified and social inclusion achieved. **(Indicator 7)**

Partner organisations work together to track each person's outcomes, this helps to inform local arrangements and support strategies so that the best use of existing resources and a sustainable approach to promoting inclusion is achieved.

(Indicator 5 and 7)

There is a Transition Team based within Social Work who have responsibility for co-ordinating information in relation to all young people who have a Disability. The team works within a multiagency framework to ensure that Education, Social Work, Health staff and any other engaged agencies are involved in the planning with the young person and his or her family.

(Indicator 1, 6, 8 and 9)

Indicator 9 - Clear multiagency procedures and plans which are in place to support individuals through major transitions at each important life stage.

A range of multiagency procedures and plans are in place locally including:

- Education (Additional Support for Learning) (Scotland) Act 2004, 2009. Legislative guidance on all transitions from early years to leaving school.
- NLC Transition Policy and Transition Framework: Early planning involves early identification and intervention to begin at age 14 when initial planning for transition to young adulthood starts. Discussion in school takes place regarding the young person's future choices and opportunities and provides the opportunity for information sharing. Co-ordination of any support, liaison and planning is agreed between Health, Education, SDS, College, Social Work and other providers as appropriate.
- Clear information for young people and their families about the process of transition which includes the provision of information on community support services, benefit changes, relevant legislation, young person's rights, Self-Directed Support and Guardianship as required.

Supports can include:

- Advocacy Services to ensure that the young person's voice is heard
- Social Work Transition Team to track and monitor young people to ensure they have positive destinations when they leave school.

Action:

1. From experience we are aware of a number of people between the ages of 18 and 25 whose outcomes have not been positive. Work will be undertaken within our local Plan to consider these people whose situation is described as "NEET" (Not in Employment, Education or Training). We will explore what went wrong for these young people. This work will help to establish any learning to inform future transitions.
2. We will also review the journeys of young people who have had a positive destination. We will track back their journey and gather information to see how they got there. This will inform future transition planning.

Orkneys

Another key area which has been identified in the autism strategy is the need for good practice guidance to be developed, to support the lifelong challenges facing people with ASD as they make daily and life-stage transitions. The questionnaire sought to glean information on the use of any individual/multiagency pathways, procedures or plans currently in use to support individuals through transitional stages (see Appendix 14). This confirmed that the majority of respondents, who used plans, were involved in transitional educational processes; whereas there was little evidence of transitions used in adulthood.

It was generally felt that transition from primary education to secondary worked well and that planning began in sufficient time to ensure a smooth transfer into secondary education. However, it was noted during the feedback conferences that respondents suggested that the flow of earlier information sharing from middle primary to secondary education, prior to transition would improve the process. It was also highlighted that the quality of the information could be improved by ensuring a detailed and 'full picture' of accurate and practical information regarding the person with ASD, to provide continuity and consistency. Furthermore, the transition could be improved by reviewing the use of the 'Moving on Passport' and extending its use for all children and young adults with ASD, rather than just those with more complex needs.

There was a consistent view that the transitional process from secondary school to further education, into the community or employment did not always work as effectively. Parents who had children in the system many years ago reported that, the concept and use of a 'key worker', had been extremely beneficial for continuity and support during this time. Some of the respondents shared experiences of the transition from secondary school working well with other multi-agency partner's involvement; however it was expressed that if the young person with ASD did not complete the course of planned further learning or employment was unsuccessful, they potentially fell into a 'gap' and there was no continuity or identified person to support further transition. Other respondents expressed concerns that the transition had not been planned and that there was an expectation for families to have the ability to cope, continue to provide for their child after leaving school and they often felt isolated. When they had tried to access services or support, they had frequently not met the eligibility criteria. There was an overall general agreement that improvements would be welcomed in earlier planning and preparation between school and post school transition, with the need for the flow of information highlighted as being paramount to provide the consistency and continuity into adulthood and beyond.

There are 'Orkney Transition Planning Guidance and Procedures – Transition to Post-School Services' guidance which was published in September 2011. There were a number of multi-agency partners involved in the compilation of this transitional guidance and implementation of the guidelines corresponded with structural and organisational changes. It is recommended that these guidelines be reviewed with the inclusion of the employment and health sectors and be rigorously evaluated to support that they are up to date and that the systems are in place to monitor effectiveness.

An identified gap is the clear multi-agency procedures and plans which support adults through major transitions at each important life stage. Clear multi-agency procedures and plans to support major transitions at each life-stage now require to be addressed.

In addition, the role of a 'key worker' was a consistent and recurrent theme during this work. This was noted in both the compilation of the questionnaire responses, during the focused workshops and working with people with ASD and their parents. It was further suggested by some of the respondents that the GIRFEC (Getting it Right for Every Child) approach should be adopted throughout the lifespan to get it right for everybody.

Perth

Action 4.9: Multi-agency good practice transition guidance is developed, to support the lifelong challenges facing people with ASD as they make daily and life stage transitions, ensuring all on the spectrum are supported.

Ongoing work in this area. Those teams working with transition are meeting to enhance current provision.

Action 4.10: Continue the work of the Transition team and ensure close working relationships with other agencies.

On-going

Action 4.11: HCC/Third sector org should be present at the 16 plus meetings if a child is identified as having an ASD. High functioning children on the spectrum are identified and supported by Autism Initiatives/PAS when appropriate.

Action 4.12: HCC/Third sector org should be present at the integrated team meetings if a child is identified as having an ASD. High functioning children on the spectrum are identified and supported by Autism Initiatives/PAS when appropriate.

Action 4.13: Transition work should be enhanced in schools by ensuring we identify all children on the autism spectrum and work accordingly with them, optionally through PAS/Autism Initiatives and Child Health Team. Adhere to GIRFEC principles. .

Action 4.21: All children on the Autism Spectrum should have an Individual Education plan or CSP.

Action 4.24: Ensure SMARTS are used appropriately in schools.

Action 4.25: Ensure teaching staff are given training on how to interpret SMARTS and make best use of them.

Action 5.2: Early years work extended beyond pre-school age and kept in line with the Early Years Framework of up to eight years.

Action 6.2: Volunteering and work experience – can be very beneficial experiences for people with autism in preparing for, or as part of the transition to employment. Perth & Kinross Council, NHS Tayside and other local employers should consider how to provide these experiences for people with autism.

Renfrewshire

- Recommendation 6: Review the current transition arrangements between Children's Services and Adult Services to ensure they are effective, fit for purpose, and appropriate to the assessed needs of young people identified as being on the autistic spectrum and who will require ongoing support into adulthood.
- Recommendation 7: Develop improved transition arrangements to support adults as they move through key life stages.

3.5 Transitional Arrangements

3.5.1 Where a child is identified as requiring additional support at the point of progression into adulthood, relevant services will convene an Extended Support Team to assess future needs and put plans in place. This process commences two years before the anticipated school leaving date. The transition from children's to adult services is carefully managed in a three stage process outlined in Figures 2 and 3 below. The three stages are:

- Stage 1: Identification and information sharing
- Stage 2: Assessment of Continued Need
- Stage 3: Transfer from Children's Services to Adult Services

3.5.2 This transitions process focuses on the multi-agency transition planning that is required when a young person's support needs move from specialist additional support needs (ASN) provision or occasionally from ASN provision within mainstream education, to Adult Social Work services. As with other Renfrewshire young people, the identification, monitoring and provision of additional support needs for pupils is managed through the Integrated Assessment Framework (IAF) and the extended support framework of each educational establishment. The transitions process may also be applied to young people who receive case management in mainstream Children and Families Social Work Teams within Renfrewshire and who are assessed as requiring ongoing support packages from Social Work Adult Services. This may include children with autism who do not have a learning disability.

3.5.3 The transition from school to post-school in this context is jointly managed and co-ordinated by the educational establishment and Social Work Services. Thus for each young person involved in the process the school has a named senior manager (a support co-ordinator) who is responsible for ensuring that the establishment meets its duties under the ASL legislation. Where a need for ongoing support into adulthood has been identified, social work will identify a named worker to manage their involvement and responsibilities.

3.5.4 Multi-agency Transition Panels will ensure an overview of the plans for young people moving from children's to adult services. There will be two Transition Panels, one covering the transition of young people who meet the criteria for referral to the Renfrewshire Learning Disability Service, and one covering the transition to Adult Services for young people with a physical disability or with social, emotional and behavioural needs. The Panels will consist of representatives from Education, Health and Social Work.

3.5.5 The Transition Panels will meet quarterly and will ensure that all aspects of the young person's transfer to adult services have been considered and appropriate plans put in place accordingly. All lead professionals completing Integrated Assessments in respect of young

people involved in the transition process will be expected to attend the relevant Panel as required to outline the main elements of the Assessment.

3.5.6 The Transition Panels will ensure that any resource issues arising from the transition process are resolved timeously and that young people and their families are informed and included in respect of the assessment and resource allocation processes. The Transition Panels will be responsible for assigning priority to the plan for young people where there is a waiting list for access to services or resources. Information will also be derived which supports planning around future need and resource management.

3.5.7 To ensure accurate financial projections are made concerning care packages required by young people making the transition to adult services, the Coordinator for Learning Disability Strategy and Development (RLDS) will ensure that details of all such packages discussed at the Transition Panels are sent to the Social Work Finance Service Manager.

3.5.8 The transitions process for a) children with a learning disability and b) without a learning disability who require services into adulthood is represented in diagrammatic form in Figures 2 and 3 below.

3.7.1 A supported transitions programme, run in partnership with Enable, funds a support worker for young people with autism within mainstream schools. Support is offered in their final year of school to help secure a positive destination and work experience opportunities. There is no specific targeted employment support for people with autism; the needs of young people with autism are being met within the existing employment support service.

Priority: Transition planning

4.10 There is already a process in place for transition from Children's Services to Adult Services, with planning beginning two years before a child leaves school. For children with autism who are identified as requiring additional support, the transitional arrangements will ensure their care plans reflect their needs as adults. This will include access to appropriate staff from key services who will co-work the case and assess the ongoing needs for the person into adulthood. For children with autism aspiring to move into higher/further education or employment, it is recognised that further specialist provision is required to give them the types of support they need if they are to benefit from these resources.

4.11 Transition arrangements have tended to focus on children moving into adult services. However, it should also be recognised that there are adults with autism who are currently in receipt of services but who require to move into different services as their needs change. This may also apply to adults moving into older people services. The process therefore needs to consider future needs across the entire age range and not be confined to children into adult transitions.

Scottish Borders

Effective practice example 2: Transition Planning for Child in Primary Education

Spectrum Support, education outreach team ensure that a dedicated transitions teacher is allocated to each P6 pupil with autism at the very start of the primary/secondary transfer process. The teacher gets to know the child in their familiar primary setting before introducing them to their local secondary school where they will continue to support them throughout their secondary career. The support includes: supported visits; developing pupil profiles; transition booklets; working with parents; supporting independent travel to their new school; and training of school staff in the receiving school prior to them starting. This ensures children and their parents/carers are well-informed about the new school, have a known face to continue support in the new setting and school staff have been prepared for their new pupils.

From What we want section.

Transitioning from social activities in children's services to over-16 opportunities was also thought to be key.

Where we want to be

We want people with autism to have access to a range of social opportunities, which are genuine, varied, and tailored to meet the need and expectation of the individual. The feedback showed that in order to do this, partner agencies need to work together, to make transitioning between services better and to overcome potential funding problems people expressed.

Shetlands

Cross Agency Working	Advocacy Shetland currently the only provider	Engage Advocacy Shetland in skill development to ensure appropriate access to independent	Executive Manager – Adult Services;	March 2015	
Scottish Autism Strategy Theme + Recommendation	Current position and Work Stream	Actions required	Lead	Completion date (Year's 2; 5;10)	Status
	Policy in place for children moving on to adult services.	ensure it is fit for purpose. Transition group to meet	Strategy / EM Adult Services (SIC)		

South Lanarkshire Council

Future Planning Process within education ensures an enhanced level of transition support for identified young people who have significant additional support needs, including those with autistic spectrum disorder

Education and Social Work Resources work on the principles of 'future planning partnerships' to ensure that there is robust transition arrangements in place for children on the autistic spectrum.

NHSL will identify areas of good practice within transition processes to support and inform future service planning

Identify good practice in current transition processes within South Lanarkshire and evaluate the impact they have on stakeholders to inform future planning

Actions progressed:

- GIRFEC is embedded in all aspects of the education process, leading to effective multi-agency working
- The delivery of 17 courses delivered across South Lanarkshire of the Early Bird programme for parents whose child has received a diagnosis of an autism spectrum disorder (ASD) and is of pre-school age
- The Future Planning Process provides a framework for schools to put into practice the principles of the ASL Act with regards to transition planning, giving guidance about the range of agencies and how best to engage with them in supporting pupils to move on from school to a positive destination. The process is designed to support collaborative work and to identify the range of options, supports, strategies, interventions and resources which may be required to achieve an effective transition. Pupils and their parents are central to this process

Stirling and Clackmannanshire

Develop a Moving On Passport to facilitate a person's transition across each stage of their life journey

West Lothian

In order to achieve better outcomes a 'Life Stages' approach is used to plan and deliver more effective interventions to tackle social inequalities and build successful communities across West Lothian. This approach covers the five life stages; early years, school age, young people in transition (from school to adult life), adults of working age, and older people. For each life stage we have identified the outcomes that everyone would want for themselves at that stage in life. This approach allows us to take preventative action to ensure that early intervention targets services where they are most needed. You can read more about the 'Life Stages' approach in the above link to the Single Outcome Agreement.

3.5 Signpost:

Signpost is a local charity supported by NHS Lothian, West Lothian Council and RS McDonald Trust. It offers information and support to anyone involved with a young person who has additional needs from birth to 18. They also support those awaiting a diagnosis. Services include: a library, an extensive website and a facebook page with wide ranging advice and links; details of support groups offered by various health, council and third sector initiatives. Courses facilitated by Signpost and others include: a Parent Transition Course for parents and carers with young people about to move into adulthood (this service is run together with Carers of West Lothian).

3.9 Education Services for Transitions: Depending on their individual needs, young people can access : '16+ Learning Choices', 'Positive Destinations', 'Internal Hubs' in schools (Hubs are services to support, assist and advise) or the 'External Hub' for those without a learning disability.

3.10 Autism Transitions Pathway: partly using funds from the National Autism Fund. 'Autism Initiatives' are contracted to offer this service. They have one full time equivalent staff member working directly with young people on an individual basis to support transition work e.g. work, college, lifeskills.

3.11 Multi Agency Professionals' Transitions Group: meets regularly to support the process and monitor the progress of young people who are moving from school to the adult world.

There are two branches of the Autism Team:

1. The general assessment and care management service: for adults with Autism aged 16-65 who require support to sustain and enhance their quality of life through signposting to mainstream community supports or via the arrangement of formal funded care and support services.

2. The Transitions Service for young people with Autism age 14-25 who are undergoing a period of transition e.g. leaving school or college: is run in partnership with the education department and Autism Initiatives. Referral is initiated where there is a need highlighted via education, social policy or health care services. It focuses on young people who are likely to encounter difficulties with, or require support with, social relationships and interactions, community integration, skills

development, future transitions and carer stress. This service is a temporarily funded project by Scottish Government and due for review in September 2014.

SECTION 4: STRATEGIC PLANS

4.1 Short Term Plan (2014 - 2016)

- Further improve integrated pathways* e.g. to continue to improve co-ordinated support around transition.
- Further develop outcomes focussed approach in transition to adulthood, improving the clarity of processes and improve guidance for practitioners.

4.2 Medium Term Plan (2014 - 2019)

- Further develop transition planning. This is noted in the current local Single Outcome Agreement ('Achieving Positive Outcomes')* as an area to be addressed.

Western Isles

This autism strategy recognises that autism is a life long condition and that whilst early interventions, assessment, diagnosis and support in childhood are essential, so too is co-ordinated planning into adulthood with the management of transition between childhood and adulthood of pivotal importance.

10.10 Transitions in adulthood can be broad and varied and can involve services from a number of providers. During the mapping analysis, adults with autism expressed that they did not have a designated person to contact, oversee or coordinate their support. It was highlighted that it may be only targeted support that may be required, however the concept of having access to a named person who could do reviews, anticipate their changing needs and provide continuity, would be very beneficial. Further work is required in the development of identification of this role as well as replicating support and services in adulthood.

10.11 A review and evaluation of existing educational transitional guidelines should be undertaken and new guidelines compiled which cover the lifespan.

10.14 Developments under this theme will include:

Education:

- Transitional guidance development
- Specific Plans – Personalisation approach
- Review and evaluate – Moving on Passport/Communication Book

10.9 Another key area identified, is the need for good practice guidance to be developed, to support people with autism with lifelong challenges encountered daily and life-stage transitions. The questionnaire analysis on the topic of transition, confirmed that there was a number of different assessments, plans, pathways and procedures used to support individuals through transitional stages. However, this was primarily used in educational settings with children and young adults, with only a few examples of transitions used in adulthood.

10.10 Transitions in adulthood can be broad and varied and can involve services from a number of providers. During the mapping analysis, adults with autism expressed that they did not have a designated person to contact, oversee or coordinate their support. It was highlighted that it may be only targeted support that may be required, however the concept of having access to a named person who could do reviews, anticipate their changing needs and provide continuity, would be very beneficial. Further work is required in the development of identification of this role as well as replicating support and services in adulthood.

10.11 A review and evaluation of existing educational transitional guidelines should be undertaken and new guidelines compiled which cover the lifespan.

11.3 The Early Years Collaborative was launched by Scottish Government in 2012 and is the first national, multi-agency group quality improvement programme. This work will take forward the vision and the priorities of the Early Years Framework. Locally, there has been development within

this work to establish a process using universal screening assessments for all children aged 3, and in their last year at nursery prior to transition into Primary One. This incorporates a pathway clearly delineated through an interagency flow chart for early identification of autism. The effectiveness of this has been evaluated by using the model of improvement methodology. This resulted in an additional step being added for speech and language therapy assessment and thereafter if appropriate, referral to the social communication team.