**Tameside Preparing for Adulthood Priorities Overview**

**September 2021**

**Introduction**

This document sets out to provide an update on the Preparing for Adulthood programme of work in Tameside. The vision and work plan is subject to continuous revision as we gain greater understanding and learn what the key issues are that matter to young people and their families and use this to inform the programme of work going forward.

The Preparing for Adulthood programme in Tameside has taken a much wider scope than the Special Educational Needs and Disability (SEND) agenda. The focus is on ensuring that all the young people receive the appropriate support to thrive into adulthood seamlessly, develop independent living skills and that there is appropriate information and support for young people, families and carers so they are better informed and prepared for adulthood.

Our long term aim is to provide more early intervention / sub-threshold options for young people who do not meet eligibility thresholds to maximise their potential, maintain their independence and reduce the potential future dependency on long term services.

By having better prepared and more independent young people, and by having more accurate and timely information in advance of transition, services can better plan and develop wrap around holistic support in advance of transition to better meet individual needs and aspirations.

**Vision**

All young people will experience preparation for adulthood and transition as a positive, exciting, and challenging time. Effective preparation will support individuals to reach their full potential as an adult by laying the foundations for a new phase of their life. The focus is on helping the individual to make decisions about education, employment, relationships, having a social life and where they are going to live; all of which will have a profound effect on the young person’s life.

The process will be driven by the needs, views and wishes of the young person and their family, and will focus on promoting independence and offering individuals greater choice and control over their lives. Preparing for adulthood and transition to adulthood should be a positive and exciting time where individuals’ can explore possibilities and plan for their future lives and aspirations.

**Key Strategic Priorities**

The key strategic priorities are to ensure that there is clear planning and clear processes in place across all partners to enable services to be able to predict and plan for the future, and ensure that person centred provision is sourced and put into place appropriately. It also allows for improved engagement with young people and their families so that they have a seamless transitions experience, are well informed, have sufficient choices and are actively involved in decision making.

Systems and process priorities include:

* A review of the Transitions Protocol
* Development of an outcomes framework
* Exploration of a dedicated transitions plan/assessment for the young person
* Understanding training requirements across partners e.g. LPS
* Understanding gaps in provision and support for young people, their families and carers so that appropriate services can be commissioned
* Sharing knowledge of processes and services with each other to understand transition processes across all pathways to help us to link and work better with each other
* to look at independent advocacy support for young people where appropriate
* to develop and embed routine feedback loop to capture young people and their families and carers experiences of transition so that it can inform future improvement
* put robust back office processes in place to routinely collect data and information about young people aged 14+ in scope for this programme, so that it can inform commissioning intentions and partners can work together more effectively to have the right services put in place at the right time and ensure the best outcomes are achieved

The programme is focused on five main themes:

1. Prepare and find employment
2. Finding somewhere to live and independent living
3. Friends, relationships and being part of the community
4. Achieving a healthy a life as possible
5. Participation

These themes are described below:

* **Prepare and find employment**

To better support young people to find employment, information will be provided to young people and their families sooner and in accessible formats. There are many ways in which people can be supported to find employment, for example, through supported internships, voluntary placements as well as paid and unpaid employment opportunities.

Some Independent skills training may be required to support young people to complete applications, interview and navigate recruitment processes.

Understanding all the choices available, how to access them and for young people to feel confident in being able to apply for the jobs they really want is the focus of this work.

It is essential that employment services support employers with reasonable adjustments to support and maintain employment options in the workplace.

Partners such as Supported Employment, schools and colleges will need to work together to review processes, information provided, and to ensure wider partners are made aware to signpost to their services.

* **Finding Somewhere to Live and Independent Living**

This is about developing practical tools and advice to help young people with disabilities and vulnerable young people, their families and carers to have good information and be supported to plan so that they have equal access to housing opportunities.

Planning for a young person’s future housing needs to start as early as possible to better understand the individuals housing needs and to be able to source or develop appropriate housing options.

Young people need to have the information available and in accessible formats so they understand the different types of housing arrangements on offer. Services also need to work closely with the housing department, planning and housing providers to ensure there is sufficient supply of appropriate housing options available.

Learning how to manage finances is a key part of learning to be independent; learning about paying bills such as utility bills and managing income such as Personal Independence Payments can be daunting and complicated. In addition, skills such as being safe in the home, eating balanced meals etc. are all aspects of learning how to be independent.

Support to navigate these and building awareness and confidence, as well as understanding where to access further support is a key aspect of this work.

Partners will work together to identify important issues that need to be tackled strategically in a local area, so that commissioners can ensure high quality provision, information and support for young people is able to be put into place in a timely manner.

* **Friends, Relationships and Being Part of the Community**

Having healthy relationships and feeling a part of the community are imperative to a person’s happiness and wellbeing.

Being able to access community groups and activities is the focus of this work. It is important that young people:

* + have as much social interaction as they would like
  + Are able to have more personal intimate relationships and understand how to stay safe in such relationships,
  + are able to access the groups they would like throughout each day – daytime, evenings and weekends,
  + are supported to know their local area,
  + feel safe to access public transport or take short walks,
  + understand how to be safe on and offline,
  + know how to build meaningful friendships outside of an education setting
  + understand the criminal justice system including understanding hate crime and bullying
  + accessing adults social care, including personal budgets and how to use them flexibly
  + are supported to build their resilience and feel that they belong to their local community and are active citizens.

Partners and commissioners will need to consider if the right activities are available locally, building enough resources to educate about key topics and in an accessible way, ensuring there are the right services in place to support young people - including through the third sector, and ensure that all partners are aware of the wide range of activities that can be signposted/referred to.

* **Achieving as Healthy a Life as Possible**

Supporting young people to transition to adult health services, including a GP, managing dental and optical appointments, as well as staying physically active and mentally well are key aspects of this area.

Building relationships is a key part of supporting young people and with that comes education about understanding relationships, including sexual relationships - choices, safety and good health, understand about drugs and alcohol,

Managing health appointments, and being supported to access the right health services such as annual health checks and the flu jab are all important to maintaining people’s health and wellbeing.

Working in collaboration across health services to ensure the right referral processes and pathways are in place to manage young people’s varying health needs. Utilising systems in place to identify individuals with more complex health needs who may meet the NHS Continuing Health Care criteria and offering screening to the identified young people. Engaging with partner agencies across health and commissioning to ensure information is available in accessible formats and that young people know where to ask for help.

**Participation – The Voice of Young People, Families, Carers and Other Key Partners**

The main theme that cuts across all our priorities is to ensure that young people, families, carers and partners are actively informing developmental priorities and improvement and that individuals have greater choice and control of their future life options.

As an integrated programme and health and care system, it is important to put into place principles of continuous learning to ensure that there is robust challenge and support in place for the best outcomes possible. To facilitate this aim the programme will:

* Ensure that young people, families and partners are informing developmental priorities through consultation and co-production
* ensure that there is sufficient information that is accessible and in appropriate formats to assist individuals to make informed decisions and make life choices
* ensure that feedback mechanisms are in place in terms of learning from individuals’ experiences and capturing ideas and recommendations for improvement
* put in place joint governance and commissioning mechanisms to support learning and service improvement
* develop an outcomes framework with key performance indicators to regularly monitor success and areas of focus

**Who is Included**

The Preparing for Adulthood programme in Tameside focuses on young people from 14 years of age through to 25 – understanding that the transition process is at a time which is right for the individual.

The young people who are the focus of this programme are within the age range of 14-25 years of age including;

* Children and young people identified as requiring support through statutory health and social care assessments whose needs will require continuing support from adult services. This would include young people transitioning through the Integrated Service for Children with Additional Needs (ISCAN),
* Young people with Special Educational Needs and/or Disabilities (SEND), who may be likely to require support in adult life to achieve independence,
* Young people who may be vulnerable as adults e.g.; Children and young people in care and Care Leavers. Young People who are subject to safeguarding plans, including young people subject to Complex Safeguarding protocols and pathways,
* Young people with long term complex medical conditions requiring palliative care, those with life limiting conditions and complex long term conditions,
* Young people coming through Transforming Care,
* Young Carers

The duty to conduct a transition assessment applies when someone is likely to have needs for care and support (or support as a carer) under the Care Act when they or the person they care for transitions to the adult system (Care Act 2014).

**Summary**

The purpose of this document is to set out and communicate the current work priorities in relation to the Preparing for Adulthood work programme in Tameside. This work is diverse and reliant on a range of partner organisations and agencies contributing to the key priorities and the implementation of those priorities.

In September 2021 the new Preparing for Adulthood Programme Plan Manager commenced in post to lead on the development and implementation of the Preparing for Adulthood Plan and we also commenced recruitment of the Transition Social Worker which is a joint children’s and adult post. This capacity will assist significantly in accelerating this programme’s progress and improving young people and their families experience and outcomes.

Several more specialist and integrated models of provision are being considered as part of wider service reviews particularly within Adult Social Care which will have the potential to fundamentally change the future offer that is made available. This is currently being considered and will be incorporated into planning once confirmed and agreed.

For further information on this programme please contact:

Mark Whitehead (Head of Strategic Operations - Adults) [mark.whitehead@tameside.gov.uk](mailto:mark.whitehead@tameside.gov.uk)

Reyhana Khan (Programme Manager – Adults) [Reyhana.khan@tameside.gov.uk](mailto:Reyhana.khan@tameside.gov.uk)

Joanne Robinson (Programme Manager) [jo.robinson@tameside.gov.uk](mailto:jo.robinson@tameside.gov.uk)