

Thurrock Coalition – Informing a Transition Strategy for Thurrock



- The vision or **objectives** of the strategy

The vision or objectives of the strategy described from the perspective of the organisation's benefit and of the desired outcomes for the customers/residents

There is currently no up-to-date Transition Strategy in Thurrock. It is intended that a new, refreshed over-arching strategy be developed between February and April 2012.

Thurrock Council already has a transitions pathway with which they are already working. The overarching strategy document must be simple and easy for people to understand.

The document entitled "*Thurrock's Transition Service*" (Thurrock Council) defines transition as:

Transition can be any period of change in your life. As a young person, you may go through a number of stages as you grow and develop. One of the most important is moving from childhood into adulthood.

This can be a challenging time for any young person – even more so for a young person with special needs, including those who are disabled. The transition process affects not only young people but also their families.

Many things can change in the life of a young person and their family. For example, education, finding employment, benefits and finance, or the home environment, health and medical services, social care needs. It is important to plan well for all these changes so that you and those around you are not left feeling anxious about the future.

- The key deliverables or **goals** which are necessary to achieve the stated objectives

What needs to happen (goals) and what the organisation will achieve

It was agreed that to start this process Thurrock Council needs to know what young people, parents and carers want their transition service to look like. What are their hopes and wishes for the future, and how can we help them get there.

With this in mind Thurrock Coalition produced a plan of service user consultation events - including what funding was needed and for the Transition parents support group to be involved. A target date of completion of March 2012 was set.

The second phase involves Thurrock Council Officers gaining the views of professionals working in the field

The parties involved agreed that as a number of strategies are running concurrently that the parties would use one of the SENCO sessions to look at both the Transitions and SENCO review work. It is recognised that this group of workers and the SENCO strategy is key to this.

Phase 3 will involve commissioning and a local offer at the end April 2012.

The intended outcomes of Phase 1 are as follows:

We appreciate that the experiences (past, present and future) of individuals, parents and carers embarking on the transition process are varied and wide-ranging and we explained exactly of what it comprises to each focus group. By the end of the process:

Residents will have a better understanding of what the Council does and does not provide in terms of its Transition service and therefore what they can legitimately expect from it

Residents will have expressed and elaborated upon the Transition service experience that they should expect to have and what would

improve the experience further. Their views will be analysed and collated to inform the Council's Transition strategy.

Background Why does this need to be done?

The main issues around transition are succinctly identified in a research paper by SCIE from 2004. The paper details the wide ranging changes experienced throughout the transition process and the importance of adequate and seamless support through effective transition planning to avoid isolation, stress, unemployment , relationship issues and associated problems

Becoming an adult and achieving independence and changes in the actual services used. It is estimated that there are almost 156,000 adolescents (aged 16-19) with a disability in the UK: over 4,000 have a severe disability and there is evidence that numbers are increasing. Most children with physical disabilities or chronic illness will survive childhood and have improved life expectancy. During adolescence, they will experience change in a number of areas: from paediatric to adult health services, school to higher education or work and childhood dependence to adult autonomy For disabled and chronically ill young people both the planning process and the actual move to adult services can be difficult, frightening and stressful. Associated problems can occur such as social isolation, a lack of daily-living skills difficulties in finding work and additional problems in family relationships such as over-protectiveness by parents and low parental expectations. Transition can also cause considerable stress for families and carers. A method for helping young people manage the transition process and take their place in the adult world is effective transition planning: this will involve both life stage planning and planning in change from children's to adult services.

The paper also recognises that person-centred methodology is key to successful transition planning and multidisciplinary service delivery

It is vital that transition planning is centred on the views, wishes and aspirations for the future of the young person and that services and supports provided at the time of transition are both seamless and enable the young person to achieve greater independence.

Provision of a range of more effective transition services covering health, social care, education and employment and planning mechanisms is a government priority but legislation and guidance are still evolving. The aim is that young people with physical disabilities and chronic illnesses should receive effective, seamless transition services

Research from SCIE has shown that there are a number of common themes that are also mirrored in literature published from across the sector. These are as follows:

1. The apprehension of young disabled people as they approach and go through transition.
2. The changing roles of families and carers
3. Difficulties in securing and keeping employment.
4. The failure of different agencies to work and plan together, and a recognition that transition is unique to the individual in terms of timescales and services needed.
5. Further research is particularly needed around the effectiveness of various transitional models, post-school outcomes and service satisfaction of users and young people's perceptions of what services should be offered and how they can be involved

The anticipated views of young people/service users (from SCIE)

Young people commonly find that transition is a time of sadness (in breaking emotional ties with paediatric services) and fear of an uncertain future, such as a lack of social opportunities.

Important issues for young people are gaining information about their condition being able to discuss their concerns in a confidential/private setting, gaining emotional support and having hopes and dreams – their own home, a job, enjoyable leisure activities, a partner and maybe children. A formal transition programme can be beneficial in assisting the transition to adulthood and enabling disabled young people to recognise that there are different levels of independence. Young people also regard the existence of continuity of contact by people they can get to know and see regularly as essential and peer support and mentoring to help them cope with the uncertainties of adolescence. Consultation with a group of young people in Chesterfield revealed that the most important issues for them are developing practical experience and skills in order to be able to make informed choices, obtaining a range of information in different forms and from a number of sources, that transition planning is based on their strengths rather than their disability and that they have a say in the content of their transition plan.

Important considerations for Practitioners

It is important for practitioners to be aware of the provisions of the Equality Act 2010, particularly the sections relating to the Protected Characteristic of disability with regard to employment provisions, education and access to goods and services. Practitioners also need to ensure that young people are at the centre of planning and participate in this process – this includes having their voice heard, individual assessments based on need, client-held transition documentation and transition to adult services taking place only when the young person is ready.

Person Centred Approaches in Transition Planning

Disabled young people have historically had decisions made about their futures without being asked what it is they want to do, or with such limited choice available that they are simply expected to use existing support which offers limited options.

Using the range of support which sits under the „personalisation“ term, should provide all disabled people with the opportunity to live lives as citizens with the same rights as others.

Accessible information and advocacy services also enable the service user to make clear choices and make sure their voice is heard.

Models of Transition Planning and the workshops held by Thurrock Coalition

Thurrock Coalition facilitated 3 workshops with young people from Beacon Hill School and Treetops School respectively.

The basis of the workshops were to ascertain the following:

- Discover what is important to the young person, what support they want and need, and what are their dreams and aspirations.
- Explore what could be possible to enable people to get the lives they want.

- Explore what is practical and possible locally to achieve things that are important to the young person.

The transition planning process appears to develop over time and is more fully articulated for older students as they near their move from school to adult life.

There appears to be a need to increase support for students starting post-secondary education, so that the transition planning process can be fully researched and implemented and thus provide the best possible outcomes for the young people involved.

A commonality of goals and aspirations for the future emerged from the vast majority of students who were consulted by Thurrock Coalition.

All 3 groups stated that in both 1 and 5 years from now, they would be:

- In employment
- Either living independently and/or maintaining a degree of contact with family.
- Maintaining existing friendships and building/creating new friendships and relationships.
- Looking to develop new skills and abilities

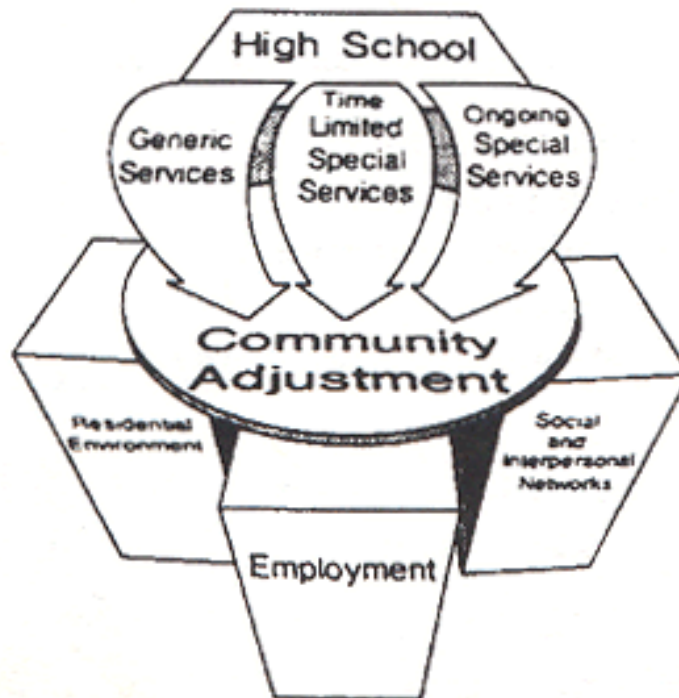
These areas correspond with a widely adopted and highly useful model relating to the implementation of transition services for disabled people in the USA. The model is known as Halpern's Community Adjustment Model and consists of three pillars of community adjustment, these are as follows:

- Employment
- Residential Environment
- Social and Interpersonal Networks

The benefits of utilising the Community Adjustment Model in terms of an individual's quality of life are detailed below:

To impact the overall community adjustment (quality of life) for [disabled] students Halpern (1985) advocated transition programs that built upon these three related components [employment, residential environment and social and interpersonal networks] to create a solid foundation for needed support services. After much discussion, his model was largely adopted as the basic structure for defining transition services¹

Halpern's Community Adjustment Model of Transition for disabled young people (1985)



¹ Transition: A Frame of Reference, Mabrey Whetstone and Philip Browning AFCEC Online Journal Special Issue, October 2002. Available at: http://www.afcec.org/pubs/journal/vol1/02F_definition1.pdf

Objectives

Outcomes for the Council and customers

The goal of transition planning must be to provide high quality services, offer choice and control to young people and maximise their education, training, employment and social opportunities

Thus, it can be said that the main outcome for young people in transition is that the individuals are enabled, prepared and supported to assume the roles and responsibilities of young adults. This goes beyond simply finding employment and becoming integrated into the workforce and include the variety of "life goals" detailed above.

Furthermore, it is important that transition be seen outcome focused as:

...an outcome oriented process that included "post secondary education," "vocational training," "integrated employment," "continuing and adult education," "adult services," "independent living," and "community participation." Outcomes [can also be viewed] from the standpoint of emerging adult roles in the community, including "employment," "participating in post secondary education," "maintaining a home," "becoming appropriately involved in the community," and "experiencing satisfactory personal and social relationships." Finally, in the 1990s, quality of life issues came to the forefront as a critical component of any transition model that had to be considered, since individuals with disabilities had a high likelihood of living in poverty, being victims of crime, and having health and medical concerns (Doren, Bullis, & Benz, 1996; West, 1991).²

² Ibid

Objectives – Continued - Components of Good Practice For Transition Planning Services (from SCIE)

Components of good practice for transition planning are likely to include:

Specific service provision which is:

- Multidisciplinary
- Holistic
- Planned/anticipatory and provides an element of continuity.
- Training for staff in transition planning and services is likely to be beneficial, particularly if they are motivated.
- Young people must be involved and offered support, choice and information in a confidential environment to enable their involvement to be effective.
- This includes focusing on the young person's strengths.
- Family involvement in the transition planning process
- The roles of carers and families will change during transition even if they are still providing substantial levels of care they need to be involved, supported and treated with sensitivity.

Benefits What will happen when this is implemented

Successful transition planning enhances young person's competencies and abilities and assists him or her in achieving greater self-sufficiency, confidence, employment and social responsibility.

Adopting transition planning best practices and a person-centered planning approach will help make the individual's transition to adulthood a success.

Below is a step by step approach to implementing effective transition planning:

- Begin transition planning early

- Develop an individualised and future-oriented plan
- Focus on the strengths and abilities of the individual
- Foster effective communication and collaboration
- Provide services that take into account the individuals unique circumstances, aspirations and dreams for the future.
- Support the involvement of the individuals family networks and utilise existing community peer support networks
- Supporting Effective Teamwork and support collaboration across the Local Authority.

The following strategies are intended to support individuals in transition as well as encouraging family involvement in transition planning to empower the young person throughout the process³:

³ Checklist adapted, modified from: www.mcf.gov.bc.ca/spec_needs/pdf/support_guide.pdf
December 2004

- Ensure that the young person and parents have the opportunity to express themselves in their choice of language. Provide interpretive or other communication assistance for individuals who require such assistance.
- Inform the young person and parents of the purpose and the components of a successful transition planning process.
- Encourage and support the young person's and parents involvement in the design and implementation of their Transition Plan.
- Encourage and support the young person and parents in chairing and/or facilitating transition planning meetings.
- Encourage the young person to use a checklist to help them plan for the process based on their age, and to record and monitor their transition planning goals and successes.
- Provide easy read, useful information, including web-based information, advice booklets and family guides, transition fairs, and information evenings, to assist families and young people in making informed choices and decisions.
- Modify the traditional, formal 'report and meet' planning and review meetings so they are more welcoming for young people and family participation.
- Inform the young person and their parents of the programs and services that are available in the borough, and of the roles and responsibilities of the local community agencies.
- Ensure that the young person and parents have access to cultural support and settings that they indicate will help with the planning process.
- Offer suggestions to the young person and parents on activities they can do at home to promote the skill development and self-confidence of the young person transitioning to adulthood.
- Ensure that the young person and parents have supports, including peer support provided by other experienced individuals and families.

We suggest that the following outcomes that emerged from the Thurrock Coalition Workforce Planning Exercise be implemented into the Transition Strategy for Thurrock as well as all subsequent Adult Social Care strategies in the borough:

The views, experiences, issues and identified outcomes from all 4 Workforce Planning Focus Groups (held throughout September and October 2011) were analysed for commonality from which the following were extrapolated:

Agreed outcome – A

I feel I have choice and am in control of the services I receive and they meet my needs

Agreed outcome – B

I feel I have been listened to and understood and am in control of the assessment process

Agreed outcome – C

I feel confident that social care staff know what they are doing

Social care policies are clear and understood by everyone.

Agreed outcome – D

I feel all relevant information about me is shared appropriately and with my knowledge.

Agreed Outcome – E

I understand what is available to me both in my community and from health and social care.

Agreed outcome – F

I feel recognised as an individual, able to make decisions for myself and my own contribution to society.

Principles

Thurrock Council articulates its vision as follows:

*We want Thurrock to be at the **dynamic** heart of the Thames gateway, a place of **ambition, enterprise and opportunity**, where communities and businesses **flourish**.*

And says that to achieve this it will:

1. Improve the education and skills of local people.
2. Encourage and promote job creation and economic prosperity.
3. Ensure a safe, clean and green environment.
4. Provide and commission high quality and accessible services that meet, wherever possible, individual needs.
5. Build pride, respect and responsibility in Thurrock's communities and its residents.

Add to these aims the values of empowerment, autonomy, choice and participation set out under the national personalisation strategy:

- To give people using services access to a range and choice of services and control over the shape of their lives, including giving people a clear understanding of how much is to be spent on their care and support, and allowing them to choose how they would like the funding to be used to suit their needs and purposes
- To ensure such choice and control is available to all those who use social care services, which will include the most vulnerable, while at the same time keeping them safe
- To support people using social care services to maximise their independence and quality of life and to enable them to participate in their local community
- To provide as much help and support as necessary to carers to enable those for whom they provide care to remain living with their families

- To ensure that support is available to everyone within the community through the development of accessible and universal services

It is apparent that these principles are being followed through within this strategy. Its intent is to ensure that those individuals in transition maintain their independence through exerting choice and control, having the amount of support they require at any given time, are fully involved in the day to day life of their communities and make those contributions of which they are capable.

Strategies

In trying to make sure that this planned approach works for people in transition the consultation was carried out in a solution focused way. Rather than being told about something and asked their opinions or being asked what problems they had, they were asked to talk about what they hoped and expected to receive from the Council.

Workshops were held with three differing groups of people in transition.

Summary of findings from Transition Groups

Several common themes arose when each member of the group were asked to name some good personal qualities. These were as follows:

1. Working hard in school and any work-related activities
2. Socialising with friends and family
3. Enjoying various hobbies, including horse riding, walking, swimming cinema, bowling
4. Looking after family pets
5. Improving independence through travel training

When asked to think about a change in life, what has changed and what was good, the group members almost unanimously chose to discuss when they moved to the post-16 unit. Some positive elements of the change were identified as follows:

1. Starting learn new skills, such as personal care, how to be become more independent, travel training and to feel more grown up.
2. Provided with an opportunity to attend work experience placements
3. Good to maintain links with old friends and existing social networks
4. The opportunity to make new friends
5. Choice and control over which activities to become involved with.

There were a number of things that attendees thought did not go so well during the change. These are as follows:

1. Leaving friends and staff member's behind
2. Not so good trying to get used to new a routine and new staff
3. Some uncertainty about the future and adjusting to change

When asked to think about leaving school, the group discussed some positive elements of the change, these were identified as follows:

1. Finding a job
2. Finding a house and finding support to help to promote independent living and learning how to cook
3. Freedom to travel
4. Freedom to create and maintain my own schedule
5. Meeting new people

There were a number of things that attendees thought would not go so well when they leave school. These are as follows:

1. Scared and nervous about new experiences
2. Missing some old friends and teachers
3. Sad, anxious and scared and less confident in unfamiliar surroundings
4. Fearful that they may lose access to facilities / activities and support

The group then talked about possible ways to improve their experiences and/or allay their fears:

1. Do a travel run-through to make me independent and confident about using the buses and other public transport
2. Have support to use my own money to buy food etc.
3. Have support to take part in social activities
4. Have support to build my confidence to tell people what facilities and activities I need in order to make sure I'm involved.
5. To be supported to remain able to meet up with friends and staff and to have access to information and help to be independent from my family
6. Help to keep trying things out so can get used to routine
7. Going to get someone to help me with developing independent skills

When asked to think about the future and what they imagine themselves to be doing in 1 year, the group identified the following possibilities:

1. Either still living with parents or being supported to live independently
2. To still be maintaining social links
3. To still be participating in various hobbies

When asked to think about the future and what they imagine themselves to be doing in 5 years, the group identified the following possibilities:

1. Having a job
2. Seeing friends
3. Lots of hobbies
4. Living independently but still close to family for support when I need it Or living with parents but with some independence
5. Managing my own money, shopping and buying and cooking for myself (with support)

When asked to think about their best hopes for the future, the group members discussed the following themes:

Family, friends and support workers will all be there as well as teachers and personal assistance to allow each individual to maximise the choice and control over their own lives.

Attendees said that they would need support for independent living, finance, paying bills, cooking, travelling to get a job and to earn a wage, shopping, socialising. finding a P.A. cleaning and personal hygiene, going on holiday. Help to make my own choices and so that people can understand me. The group repeatedly emphasised the need to maintain existing social networks, friends and links but also to have the support and the opportunities to make new friends.

The group was asked about the possibility of learning a new skill, the following aspirations were identified: Horse riding, cooking, swimming, driving, and playing music and/or a musical instrument.

Comprehensive information relating to the process, delivery and results of the focus groups are reproduced in the Appendix of this paper.

Responsibilities

Following the transition consultation project Thurrock Council officers need to draw up an action plan based on their understanding of the issues raised and the report submitted to them by Thurrock Coalition.

Now that this consultation has demonstrated what more needs to be done, officers need to revise that plan and add timescales to the delivery of key staged improvements which will lead to a comprehensive appreciation of the needs of residents in transition and demonstrate the Council's intentions to address them.

Goals

The section above details where Thurrock is now according to people in transition and where they want to be, Thurrock Council are advised

to consider the need to address the issues raised throughout the consultation process.

Conclusion

It is hoped that the above suggestions for areas of development in local social care service provision for individuals in transition based on what residents have said about their experiences and what they need for the future will assist and inform the drafting of Thurrock Council's Transition Strategy and that it will be reviewed and refreshed periodically to ensure that services meet the needs of the community as they change over time.

Thurrock Coalition – May 2012

Appendices

The Process

There were 3 Focus Groups of 2 hours in duration held at The Beehive Community Resource Centre, West Street, Grays, Essex, RM17 6XP and 25 Hathaway Road, Grays, Essex, RM17 5LB with up to 20 qualifying people (with protected characteristics) per group sourced from across the Thurrock Coalition networks. The group were mixed and included people in transition. The individuals have a range of impairments including learning differences, mental health issues, those with physical impairment, dual impairments and complex needs – any of whom may be in receipt of direct payments and/or services or have had previous experience of or may require future assessment for the same. We made a special effort to include people from minority ethnic groups and those who have been traditionally hard to reach.

Transition group 1

Introductions – good personal qualities

Person	Good Personal Qualities
A	<ol style="list-style-type: none">1. Working hard at school2. Likes cars – especially BMWs – because they are fast3. Owns a cat4. Likes fishing with mates in Essex5. Wants to go fishing in France because warm6. Has 2 sisters and one brother Kieran, Jade and forgot
B	<ol style="list-style-type: none">1. Lives in house2. Lives in South Ockendon

	<p>with mum her sister brother mums partner</p> <ol style="list-style-type: none"> 3. Kitty likes her juice in her green cup 4. 16 yr old 5. Kitty likes swimming 6. Kitty likes going for walks 7. Kitty has a pet fish 8. Kitty likes music
C	<ol style="list-style-type: none"> 1. Likes her mum and dad 2. Likes going swimming and to the gym 3. Horse riding 4. Bike 5. Holiday in aeroplane
D	<ol style="list-style-type: none"> 1. Go walking 2. Make tea 3. Cookies 4. Drawing 5. Cars 6. Bus 7. TV
E	<ol style="list-style-type: none"> 1. Birthday now is 16 2. Doing 2 days at work in South Ockendon 3. Live in a flat 4. Basildon Hospital 5. is the 12/2/96
F	<ol style="list-style-type: none"> 1. Roast dinners 2. Horse riding 3. Nanny 4. Peppa Pig / Horrid Henry
G	<ol style="list-style-type: none"> 1. Football

	<ol style="list-style-type: none"> 2. Fixing bikes 3. Watching T.V 4. Car
H	<ol style="list-style-type: none"> 1. 17 2. 2 sisters – Stephie and Emma 1 brother – Liam 3. Live with Sue and Simon in a house in South Ock 4. Likes play station, going to cinema, bowling, riding a bike 5. No pets 6. Girlfriend – Lauren 7. Favourite food – Chinese 8. Wants to work in a café or a hairdressers when he leaves school 9. Doesn't want to get married 10. Wants to live in own house 11. Likes to go to Canada on holiday 12. Does not like writing
I	<ol style="list-style-type: none"> 1. Zach likes TV 2. Lord of the rings 3. he enjoys horse-riding 4. Spending time with family and friends 5. 1st trip on the tube 6. Likes to chair swap 7. Lives in Upminster with mum and dad and sister 8. Likes Fridays shopping 9. Works at thameside theatre 10. Hopefully moving house soon
J	

	<ol style="list-style-type: none">1. Likes being with her friends2. Likes school3. Likes going to the pictures4. Likes swimming5. Likes horse riding6. Is always happy
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Think about a change in life

Name	What's changed? What was good?	What wasn't so good?	How could it be better
A	<p>Moving school from Ockendon to Grays last year to a new site. Starting to learn new and different things like cooking Felt more grown up Met new people Getting to learn how to become independent Opportunity to go to TRUP A good experience Lots of choice and information Looked forward to it</p>	<p>The dinners aren't good in Grays, they come from Treetops, they're too small No space for playground no room for football</p>	<p>Bigger dinners, better lunch</p>
B	<p>Moving school from main site to P16 More grown – up Better for her needs Feel happy Going out more Good to be with new teacher and TA's Good to be with some of her older friends</p>	<p>Leaving friends and staff member's behind Not so good trying to get used to new routine and new staff Not so good having no pool on site and having to travel</p>	<p>If there was a pool on site Nearer to better shops. So can walk rather than bus</p>
C	<p>School moved Scared Big New Exciting Like it better now</p>	<p>Scared Change Different Live further away</p>	<p>Asked us what we wanted</p>

D	Gone up to post 16 at Grays Travel training I have my choice I go to the Bon Bon on my own	Changing Friday groups Miss the old staff at the main site and my friends Upset...	Plan to see the staff when I want To be given a choice
E	Moved Treetops school to Beacon hill. Big move	Different Scared Learnt to enjoy it there Learnt new skills	Would like more information Would like to take more friends with me
F	Powered chair Meant I could drive off the bus and into classroom Felt good and in control Could stay in my chair – no transfer	Driving in the road Hitting the staff and walls Bit nervous about driving	Be more careful on the road To getting betting off the bus Doing more work on the computer Training
G	Moving from Ockendon to P.16 Unit Liked practice days More grown up Really happy Going out on public transport – eat out Learning about looking after himself – teeth brushing Going to pub Shopping and cooking own lunch New building Likes school transport Being able to choose own activities Better at lunchtime		Swimming pool and gym on site Nearer to shops

	– higher tables		
H	Since being at P16 he has more choices to do what he wants to do	Uncertain of where to go when he leaves	Being on same site
I	Join's P16 2 day's a week Seam's very relaxed Very settled Likes doing the older aged activities	Leaving friends behind Leaving staff behind	All being on same site Information sharing – what needs sharing

Think about leaving school

Leaving school – what will be good?	Not so good	How to make it better
A		
Finding a job Happy Holiday to France A bit scary Look forward to getting a job Share a house with friends Money Independent Travelling on the bus to work Going to sleep and waking up when I want Go to bed early on work day	Scary because if starting a new job – nervous about finding my way Scared about meeting new people and learning new skills Getting to work on time Miss my parents Cooking all my own meals Miss some of my friends	Do a travel run through Travel training make me independent and confident about using the buses Practice telling people about me and things I like Straight into full time work Get mum to phone me to wake me up or use my phone Visit parents – use bus Practice cooking Help to support me keeping flat tidy – get help from my sister or pay someone
B		
Meeting new people at Davey Down	Finishing Fridays / at Davey Down	Change routine New things to do /

<p>Fridays Happy Helping Tea breaks</p>	<p>Bad weather outdoors Missing Boris and new people met</p>	<p>place Work More time for tea</p>
C		
<p>Happy – meet new people Work (money) Buy cheese/onion crisps Stay at home – watch TV Walks</p>	<p>Miss your friends Sad Miss the bus journey Miss teachers Drawing</p>	<p>Postman – (red bands) Work to meet new people Shopping (help) Learn to use new buses Go to shops Have help Own money – buy crisps, cookies Learn how to cook Going out to café for tea</p>
D		
<p>Looking for work Working at TURP and meeting new people Going to see my mates Getting a job</p>	<p>Not getting up so early Not getting bored Not talking to people not known Getting no money not get a job</p>	<p>A p.a To meeting with mates outside To hang around with mate's, social club's Getting some help</p>
E		
<p>Little bit scared but looking forward to it Good to be able to go back to visit friends Getting a job Earning money Good to meet different people Being able to get own flat/house Cook own food</p>	<p>Scared about having to get places on my own Doing same thing every day Not being able to choose what to do each day-have to do what told Miss all the people I see every day Worried about having enough money What if I can't a job</p>	<p>Lots of practice travelling on public transport so feel more confident Learn about budgeting – how to use money sensibly Need to find out about things to do if no job Learn to cook Get someone to help me</p>

<p>F</p> <p>Look forward to visiting school again when I leave</p> <p>Meeting new support groups</p> <p>Hope to build confidence</p> <p>Learn to be more independent with help</p> <p>To keep in contact with friends already made</p> <p>To see my teachers and keep in contact, when I leave</p>	<p>Sad</p> <p>Scared</p> <p>Anxious</p> <p>Less confident</p> <p>Having to get used to meeting new people</p> <p>Miss my friends</p> <p>Not so familiar surroundings</p> <p>Miss post 16 staff</p>	<p>Get to know Zach and help him with a support group tailored to meet his needs</p> <p>Keep in contact with friends and staff from school to make the process and transition easier, for him</p> <p>Encourage his family to keep up all the hard work staff have done with Zach the last 3 yrs, and help with his independence at home</p> <p>Maybe Zach might like to join a musical group with similar people, as he really likes playing on the drums</p> <p>To interact with Zach a lot as he does seem to like it and show interest</p>
<p>G</p> <p>Not getting up early</p> <p>More time with family</p> <p>Making new friends</p> <p>New experience</p> <p>Not going on transport</p> <p>Go to work</p> <p>Getting more independence</p> <p>Happy / sad</p>	<p>Leaving her friends</p> <p>Change of routine</p> <p>May lose access to facilities / activities</p> <p>May lose support</p> <p>Sad</p> <p>Leaving staff behind</p> <p>Having to do more things for self</p>	<p>Able to meet up with friend and staff</p> <p>Have access to information</p> <p>Help to be independent from my family</p> <p>Trying things out so can get used to routine</p> <p>Going to get someone to help me</p>

		with independent skills
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1 year after leaving school - What will you be doing?

Person	1 year after leaving school - What will you be doing?
A	<ol style="list-style-type: none"> 1. Still living with mum and dad 2. Doing more things on my own 3. Eventually live on my own 4. More Horse riding 5. Learn to swimming 6. Learn to cook 7. Like to work in Café washing – up 8. Miss my friend 9. Lonely 10. Action plan 11. Someone to help you to go swimming and horse riding
B	<ol style="list-style-type: none"> 1. Happy day bed TV 2. Play with my toys 3. Watch my new DVD's 4. Clean my room 5. Hoover 6. Married 7. I like Michael Not so good 8. miss my friends 9. Mum will support me 10. Food, egg, tea, chocolate cake 11. Learn new skills from others 12. Go out on my own 13. Travel independently on the bus using bus pass

Who do you admire and look up to?

Name	Who do I admire and look up to	Who do I admire and look up to	What makes me someone to look up to?	Like about the way you look	Like to do what I'm good at
A	Trans-vol man Brian	Mum			
	Helpful, helping old ladies Getting customers A good talker Nice, friendly Good listener Good teacher Taught me how to ride scooters How to fix things	Helps me with laundry and looks after me Cooks dinner Kind, helpful Good to talk to and listens to me Really cool Happy, smiles a lot	I am good at Listening Helpful with people Fixing things Making my mates laugh Organising myself Planning my day Remembering routes Travel training	Smile Laugh	Fishing
B	Mother				
	Helps me get ready Cooks me dinner Looks after everyone in my family Takes you out places		Because I have a nice smile I am very friendly and happy	Kitty-mae likes her eyes	Kitty-mae best thing to do is swimming

	Is very kind and helpful Is very clever and funny Dresses lovely				
C	Miss Timms	Boris			
	Helps me do things Helped me go swimming for 1 st time Help me do new things Help me at school Happy lady, looks nice	Likes Boris the dog at Davy Down	Happy – smile Kind	Hair smile	Swimming Horse Riding
D					
	Daddy – phone (mobile) Mummy – cooking Anne – toggle Neil – paper Martin – friend Michael – friend Miss Timms – Debbie – tea			Hair Teeth	Using remote on TV Knowing what channel Making tea Going to the pub

E		Mum			
	Mum – She is happy Michael – helpful Kate – she helps me Neil – help me with my work Kitty-mai – is my friend Luke (Brother) – takes care of me Myself (Amy) – clean my room	She is really kind Cooks my food Nice home Loves me Looks after me	Kind Happy Laugh Good at writing Counting and money Sense of humour Like to help others	Smile Hair	Cooking Look after myself Riding my bike Happy in myself Going out to new places Talking to Michael Pub
F					
	Auntie Brother Sister Uncle Mum and Dad		Helpful football game’s Cook food’s and wash up Happy	Hat Hair Beard Top knot	Like going in the car Play Station three Use the laptop
G					
			Brilliant Happy Kind Helpful Friendly	Eyes Hands ome Smile	Being in Laurens company Party Seeing mum Seeing Leighton
H	Iron man				
	Strong Brave Clever Helpful Happy		Happy Handsome Friendly Affectionate Funny	Smile Hair Tall	Watch T.V Being with friends Horse riding Looking at

					Kelly
I	My Teaching Assistant (TA)				
	Kind Nice Funny Make Bella laugh Firm but fair Know what I'm thinking Very patient when I do some activities Help's me when I need help		Friendly Happy Crafty and cheeky	Eyes Smile Lovely hair	Being with friend and family

5 years after you've left school – What will you be doing?

Person	5 years after you've left school – What will you be doing?
A	<ol style="list-style-type: none"> 1. Have a job fixing bikes 2. Work in Tilbury – working hard 3. In a flat – 3 bedrooms 4. Living with mates 5. Riding a bike to work 6. No pets 7. Seeing friends 8. Near family
B	<ol style="list-style-type: none"> 1. Moved out of Thurrock

	<ol style="list-style-type: none"> 2. Live with mum and dad 3. Working 4. Boyfriend 5. Stay in touch with old friends
C	<ol style="list-style-type: none"> 1. Live in own flat with help 2. Work as postman (putting letters through doors) 3. Buying my own food 4. Cooking with support 5. Use buses
D	<ol style="list-style-type: none"> 1. Go to a job centre and get the job and live on my own 2. Could be a builder 3. Get my bank account <p>Not so good</p> <ol style="list-style-type: none"> 4. I miss my friends and miss the staff at school 5. worried about money 6. and not get the job <p>Make better</p> <ol style="list-style-type: none"> 7. To go clubs with my friends and meet up with my friends 8. I need someone to support me
E	<ol style="list-style-type: none"> 1. Working in café 2. Living my own with lots of other girls. Big building Grays 3. Going out travelling by my self 4. Do my own shopping in lots of different
F	<ol style="list-style-type: none"> 1. Living at home with parents and support for him and parents

Transition Group 2 - Your best hopes for the future

Name	Who will be there?	What support might you need	Thinking ahead – New skill or hobby
A	<p>Family: Mum, 2 sisters (Jade and Daisy). My brother (Kieron). Brother-in-law (Steve). Niece (Ellie May).</p> <p>Friends: Michael, Nick, Anthony, Liam, Ryan, Denise, Paula, Val and Ann</p>	<p>Wishes to stay at home with mum. Support with paying bills/finances, cooking, going on holiday and travelling, to get a job and earn a wage, learn to drive, gain confidence as an adult and to have many friends</p>	<p>Computer skills and learn a musical instrument</p>
B	<p>Wants to stay living with parents.</p> <p>Mum, dad, brother, Callum (support worker), Arena (friend and neighbour). Wants to keep in touch with school friends.</p>	<p>Help with cooking, cleaning, personal hygiene, shopping, money/finances, transport, health issues, socialising, holidays, communication, staying safe. Have PA: Callum.</p>	<p>Learn photography. Taking pictures properly and printing them out.</p>
C	<p>Family: Mum, Dad, Brother and Sister.</p> <p>Friends: New friends, and old friends Jimmy and Michael.</p> <p>Support workers: Paula</p>	<p>Wants to live at home.</p> <p>Support with, housework, cooking, looking for a job, to get a bus – put him on the bus, help with charging his powered chair, to</p>	<p>Learn more about computers.</p>

	<p>and Ann and new support workers.</p> <p>Teachers also to help in my future.</p>	<p>go on holiday to India. My Dad to take me to see my friends and my uncle.</p> <p>Support with working in a garage and lifting stuff.</p>	
D	<p>Family: Mum, dad, sister and carers.</p> <p>Also to make new friends at a club if he goes.</p>	<p>Support with: Keeping safe, travelling around, day-to-day help such as cleaning, washing and cooking. For social needs, money matters, personal care and going on holiday.</p>	Horse riding and music.
E	<p>Family: Sue, Simon and Leighton Mum and Dad</p> <p>Friends: Liam, Simone, Lauren, Nick and Jimmy</p>	<p>Support with looking for a job, housework, shopping, cooking, paying bills/finances and help with socialising</p>	Learn to drive
F	<p>Nan and Grandad, Mum, Sister and 2 carers.</p> <p>Would also like to make new friends and try new things but to keep in touch with school friends and staff</p>	<p>Would like the support of full time care to help keep me safe, help me cook, clean, travel, find a job, pay my bills, make correct choices, help people understand me and to help me to do the things I</p>	To continue playing music and try a new instrument and to try new foods.

		like. Also to meet new friends.	
G	Mum, Luke, Martin, Kate, Michael, Nan and Grandad, Toni, Gavin, Gina, Abigail, Carolyn, Bella and Zack	Would like support with cooking, hoovering, mopping and seeing friends for dinner. Visiting my Nan, going on days out to my Nan and on a bus to see Mum and Luke	Playing music, guitar and singing on the microphone. Go on aeroplane. Magic cup. Cooking pasta and meatballs.
H	Mum, sister (Jamie), rest of family and support workers/carers/	Would like support with personal care/feeding, socialising, money and holidays. Respite – Hamelin House. Attending Post 16. Making lots of friends. Learning to make new choices.	Learn to enjoy swimming.
I	Mum and Dad. Sister (Zenta). Nan and Grandad. Support worker and more – Jenny and Denise. Old and new friends.	Would like to help to keep things tidy, to use buses and trains, to look for a job, learn to cook, to join in activities and meet new people and to go on holiday with family.	Learn to cook.
J	Family: Mum, dad, brother and sister. New friends from work.	Would like help with learning to cook at home, clean up the house, to cook	To learn to drive and get a driving licence. Learn to be a

	Nick, Jimmy, Sharon, Martin, and two Support Workers.	myself a meal, travel independently, to find a job, to volunteer, to go out on my own in the public, to use transport and to use bus pass and to go to work on my own. Would like a TV Box. Learn to look after a dog.	chef.
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Transition Group 3 - Your best hopes for the future

Name	My Plan For the future	Who will be there?	What support might you need	Thinking ahead – New skill or hobby
A	Become a footballer, referee, manager or coach Try to work in a sports shop Get my own place Try to teach young ones to play football	Family: All my family Friends: Keep old friends. Make new friends. Support Workers: Teaching assistant	Day to day – travel, getting to places, Find a job Organise and support Holiday – go with friends, Friends – introducing yourself to new friends Health – keep fit Learn to cook – cooking meals for yourself Clean – make sure that you keep your house or flat clean	Learn to drive Travelling to work and back Be a marshal at a track or an event Work at Southend united football ground
B	Meet a girl Live with my mates Get a job	Family: Yes Friends: Yes Support Workers: No	Support from family, friends and co-workers	Technology
C	Lose my weight (get fit) Get my	Family: all my family Friends: Old and	Day to day support Support to find a job	Learn to drive Exercise

	drivers licence Get a job	new Support Worker: Yes		
D	Employed working with animals Start driving Work in a farm shop	Family: Yes Friends: Yes	Support from family, friends and co-workers	Go on a cruise (travel)
E	Become a chef or a waiter I'm interested in the army Try to work at Tilbury power station	Family: Yes Friends: Yes	None	Learn to drive
F	Drive Work Live with a girl	Family: Yes Friends: Yes	Family Friends	Be a good worker