

Welcome to the third issue of Getting a Life (GAL). This issue focuses on transition guides for young people and parents and local authority protocols and agreements around transition. We hope this is interesting and useful for people to see what is going on in other parts of the country. There is also an article about the development of Leicester's transition protocols and services.

There is news about a range of new projects around transition, from new packages of support and consultancy to projects investigating support for disabled young people with mental health issues. As usual we have listed a range of publications, conferences, and seminars taking place around the country.

We have also outlined the new ministerial responsibilities in the Department for Education and Skills and the Department of Health as it's always useful to know who you need to be listening out for.

The Council for Disabled Children is currently mapping transition provision across the country. Please contact Lucia Winters with information about transition provision in your area, particularly welcome is information about initiatives that are improving the transition process for disabled young people and their families and improving multi agency working between organisations including health, social services and education.

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Transition documents

There is a huge amount of information available about transition, in all sorts of formats for a wide range of people. In this article we have identified the three most common documents that exist in local authorities about transition and have described what the most common and useful aspects of these documents are. These documents have different names in different local authorities however they all tend to contain similar information and have been developed for a similar purpose. Here we have called the documents: Guides for Young People and Parents; Protocols and Agreements; and Transition Pathways.

While it is useful to see what other local authorities have included in these documents it is essential that all agencies are involved in the process of developing them. It is this process where commitments are made about what services can deliver and agreements about how the different agencies will work together. It should also be remembered that a good protocol does not mean that provision is good – protocols exist to help the planning and delivery of services!

Protocols and Agreements

A protocol or agreement outlining the responsibilities of all agencies that are involved in the transition process is important to ensure everyone is clear about their roles and responsibilities. Through talking to practitioners across the country we know that the following can be most useful. Protocols and agreements set out the legislative framework, include a summary of transition planning, and outline the key responsibilities and actions of each organisation and/or agency. These can include:

- Health
- LEA and Schools
- Social Services
- Health Service
- Careers Service
- Connexions Service
- Housing
- Leisure
- Learning and Skills Council
- Youth Service

Protocols and agreements should:

- Set out the statutory framework.
- Set out the roles and responsibilities of all agencies - practitioners and their managers need a shared understanding of roles and responsibilities, to enable young people to make an effective transition.
- Set out how Agencies can work together at strategic and practitioner level to implement their responsibilities.
- Set out what is involved in the process, such as person centred planning, year nine annual review and section 140 assessments.
- Be agreed by the local authority Multi Agency Transition Groups.
- Include suggested good practice for all organisations and agencies involved.
- Include procedures for notifications, which will ensure that all agencies necessary are involved in the process from the beginning.
- Include details of how the Transition plan will be implemented and how it will be reviewed.

Examples of protocols can be found at the following websites:

Berkshire LSC www.lsc.gov.uk/berkshire

Suffolk www.suffolkcc.gov.uk

Eastern Region www.easttogether.org.uk

Guides for Young People and Parents

Information guides for parents and young people about the transition process are important to ensure that they are clear about what is involved in transition and where they can go for more information. Parents all over the UK still cite access to information as one of the major barriers to receiving good services at transition. Below is an outline of the sort of information that is included in transition guides for young people and parents. The best guides are developed with the participation of young people and parents. As well as giving young people and parents a sense of ownership it ensures that information most useful for young people and parents is included in the guides.

Transition guides should aim to:

- ▶ be accessible;
- ▶ give a clear and easy-to-follow route through the transition process;
- ▶ provide a glossary of terms and words used;
- ▶ set out the roles and responsibilities of all agencies involved to ensure that everyone is clear about their roles;
- ▶ provide information about where young people and parents can receive further help and advice.

Transition guides should reflect how the transition process is:

- ▶ *Participative* – involving the young person where possible, as it is their views, thoughts and aspirations that are central to the transition plan;
- ▶ *Holistic* – the plan should look at all aspects of the young person's present and future life;
- ▶ *Supportive* – the plan should support the young person, their parents and the professionals who work with them in making decision about the future;
- ▶ *Evolving* – the year nine review and the stages of leaving school are all part of the bigger, longer and gradually changing process of transition to adulthood;
- ▶ *Inclusive* – schools need to ensure that their career education and guidance programme is part of planning for transition and meets the needs of all young people;
- ▶ *Collaborative* – young people, parents, teaching staff and other professionals should work together to produce an effective transition plan.

Useful guides include information about:

- Year 9 reviews
- The Role of Parents/Carers
- Organisations involved in transition
- Local Education Authorities
- Connexions Service
- Social Services
- Health Services
- Options after school
- Further Education Provision
- Work Based Learning
- Housing
- Leisure
- Money matters
- Student Awards, Loans and Grant Service
- Jobcentre Plus
- Work Opportunities and Schemes
- Voluntary Sector

Examples of transition guides can be found at the following local authority websites:

Halton www.halton.gov.uk

London Borough of Waltham Forest www.lbwf.gov.uk

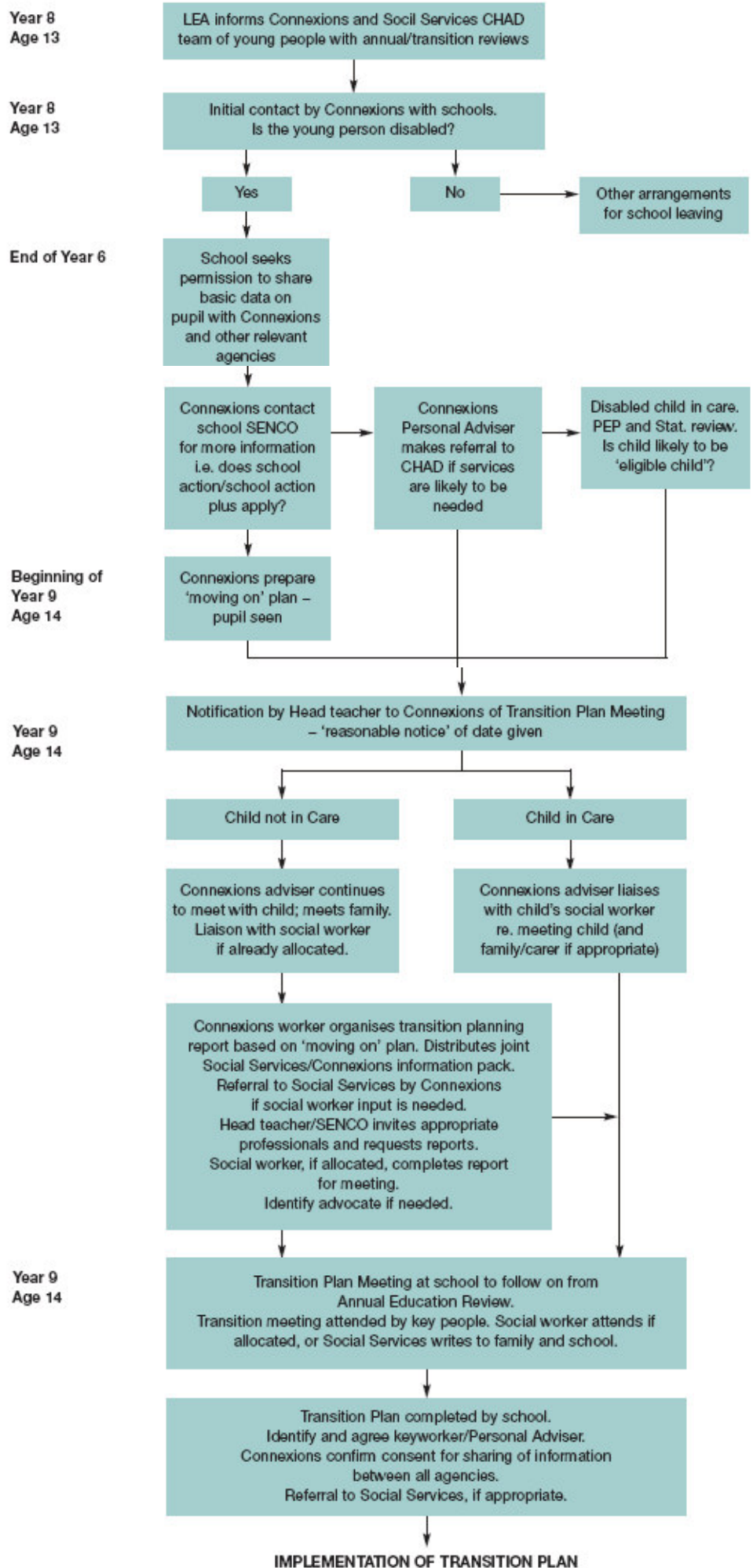
Worcestershire www.worcestershire.gov.uk

Surrey www.surreycc.gov.uk

Pathways

A small section of a pathway reproduced with permission from:
South Gloucestershire Council / Connexions West of England
 Integrated Transition Planning: Transition pathway for disabled young people (Draft)

Pathways lay out the steps involved in transition and show who is involved at each stage and what the options may be at each stage. They are useful as they show clearly what the steps are and who has responsibility. They make what is a complicated process look manageable and comprehensive. Pathways can be included in the protocols document and/or the guide for young people and parents.



The Quest – for improved services in Transition to Adulthood in Leicester



Introduction

This article considers the problem of developing interagency transition pathways for disabled and special needs young people. It reviews the nature of the problem and the requirements of parent/carers and young people. The writer looks at the process that has led to an agreed interagency pathway in Leicester. Finally the essay examines some of the future work that is needed.

The Mountain – The problem

Transition to adulthood has always been a large mountain, covered in cloud and high winds. (Some would say a good deal of hot air as well!). The mountain, when viewed from different sides leads to various different, appreciations of the geography. This can lead to different routes to the summit. Typically we discovered that, Education, Further Education Colleges, Health and Social Care all had a different appreciation of the topography.

The key issue to resolve such differences was that Parent/Carers and Young disabled adults all made it absolutely clear that we had to climb the mountain – roped together. The aim, therefore, was to agree a pathway up the mountain, to reduce complaints and unnecessary disputes – we had to trust and rely on each other.

Base Camp

Having agreed to climb the pinnacle some key elements of the leadership were assembled. The Connexions Senior Manager for Learning Disabilities and Disabilities, the LD Head of Service in Social Services and the Service Manager for Disabled Children agreed to lead the developments.

A series of early (rather than easy) wins were identified. These were smaller, but challenging peaks. The idea was that by working together we would develop mutual trust and confidence as well as a team approach: all would recognise and the same initiatives and achievements. Examples of these foothills are:

- Regular transition information events – 14 to date
- Transitions Information Packs that are issued each year (see right)
- Commitment to a programme of information sharing

The Foothills

We have been surveying this mountain for four years; it is a major climb rather than a ramble. There have been many preparatory milestones. These have included:

- Scoping meetings
- Focus groups
- Stakeholder events
- Parent/carers consultation
- Young People consultation

Camp 2

The above activities led to two major Stakeholder Events. The significance of these was that they combined professionals, parent/carers and young people's interests together. It was crucial that *half* of the people at the events were consumers of the service. It was also significant that they approached the meeting in a professional manner.

At these events outline presentations were given about the commitment to work together and to produce an agreed policy for transition. The consultation for the policy led to *hundreds* of colleagues expressing views on the relevant issues.

Camp 3

We were then able to produce a working policy document that is called the "Journey for Life". This was adopted informally to practice our approach towards the summit. After about eighteen months of informal officer usage, the revised document was presented to the Leicester Federation (Children and young people's Trust); the Learning Disabilities Partnership Board; the Connexions service and the Special Educational Needs Management Team.

After this achievement we needed to wait for more oxygen....

Camp 4

More oxygen was delivered in the form of the local children's trust with high-level interagency policy support. The Leicester Federation is a generic trust. However their commitment is to prioritise our disabled children's inclusion policy (Jan 04) and agreed a further commitment to implement an interagency pathway for transition.

This commitment was supported by the LDPB with an assurance to establish an interagency Transitions Task Group. It was at this gathering that the need for a Sherpa was identified.

As a result a post was developed for an interagency pathway professional. The Learning and Skills Council fund the post on a time limited basis. The Sherpa is roped to the transitions champion; the LD head of service and is managed on a day-to-day basis by the lead Service Manager for Disabled Children. The work programme meets the agreed shared agenda.

The Summit?

As part of our Children's Trust programme of work, we have now achieved a set of agreed interagency transition procedures for both Education and Social Care. These are each supported by the relevant departmental manuals and, for the first time, complement each other.

A new interagency Pathway has also been agreed. This is an inclusive pathway for securing further education provision for all young people with learning difficulties and disabilities. Social Care Management Team and the LDPB Task Group have adopted it. Also the pathway has been approved by the Connexions service as a key practice standard for all Personal Advisers. Both key partnership bodies are currently accepting the procedure and pathway and there is a commitment to implement interagency training on each aspect of this work.

New Horizon....

We are now completing an interagency protocol that will offer strategic and operational support for a range of services. This protocol is built on the success of this transitions work. It sets out to expand the partnerships and good practice identified in transition into other areas of practice.

As a result our commitment to interagency training will be programmed with shared outcomes that relate to the ECM outcomes and the Valuing People principles. It will support a new brokerage role identified for Personal Advisers, reduce gaps and duplication and, ultimately, revise and simplify the new pathway.

Conclusion

We have climbed the mountain! It is clear that we have made a start. We are gratified that so many agencies believe that they have achieved a shared success. Despite this our future work will ensure that we implement the pathway over the next few months and review its effectiveness in a year.

Parent/Carers and Young People have been involved in developing this service. They will be involved in the training and future improvements.

We have already identified the next challenging summit...

Christopher Bush
Service Manager
Disabled Children's Developments
Leicester Federation

Leicester's Pathway and Procedures and Transition Guide are available via email from the Council for Disabled Children from Lucia Winters at lwinters@ncb.org.uk

Comments and information about the developments in Leicester are available from Christopher Bush at bushc001@leicester.gov.uk

National Transition Information

Macintyre Transition Project – launch and workbooks

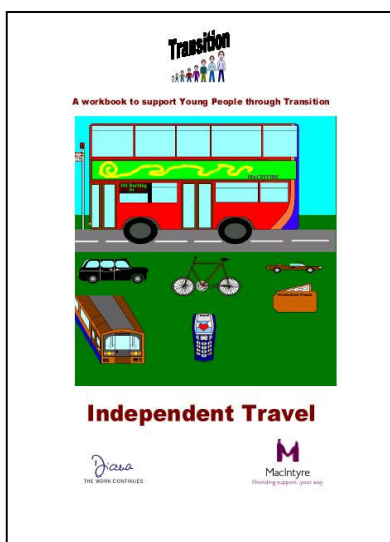
The Macintyre transition project was a project for young people with moderate learning disabilities who do not meet the eligibility criteria for social services. It was a three year project funded by the Diana Memorial fund. It took place in Hertfordshire, Buckinghamshire, North London and East London. Over the three years about 100 young people were involved in the project. Each area held focus group meetings every 2-4 weeks, the young people decided what time they met and where the meetings took place.

The groups talked about their concerns, fears and aspirations for the future and then went on to discuss work experience, friendships, leaving home, transport and opportunities and choices available. These discussions were developed into seven workbooks for young people to work through on their own or with someone else to help them think about what they want to do in the future and how they might go about doing it.

At the launch a number of the young people who were involved in the project talked about their experiences and how it had helped them to gain confidence, make friends and in some cases gain employment.



Young people showing off their certificates at the launch



These workbooks, which are illustrated by one of the young people involved in the project, can be downloaded from the website below. These guidebooks could be used either by groups of young people or individually to help them think about everything involved in the transition process.

There are 7 workbooks with the following titles:

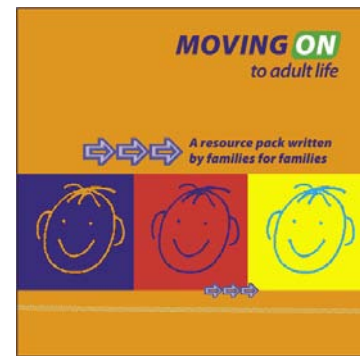
- About Me
- Learning & Further Education
- Work Opportunities
- Leisure Options
- Family, Friends & Relationships
- Independent Travel
- Leaving Home

To learn more about the project and to download the workbooks visit Macintyre's website:

http://www.macintyrecharity.org/our_services/transition.html

MOVING ON to adult life: A resource pack written by families for families

This is a resource pack for disabled young people and their families. It brings together the experience of a group of families of what helps young people; their families and friends achieve a good life. The pack has suggestions on things that can be done to make the move to adult life easier, stories about young people and their families, and notes on where to get more information.



There is also a companion guide for staff who work in services or who plan for services. This helps staff to use the ideas as part of their work in getting good support for young people and their families. It also has ideas around making community connections. There are tips for training and sources for further information for people who like to know the theories and research behind the ideas.

Both packs are published on CD-roms, to make it easy for the reader to dip in and find the material you need at this stage, and to go straight to sources of further information. Each CD-rom comes with the printed book.

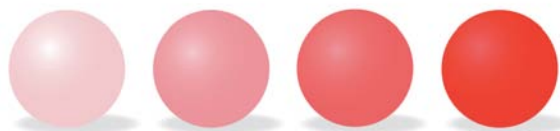
Moving on to adult life: **a resource pack for families** CD-rom and book £30 per copy

Moving on to adult life: **guide for staff** CD-rom and book: £30 a copy

Available from: **Outside the Box Development Support**, St Andrew's by the Green, 33 Turnbull Street, Glasgow, G1 5PR

Tel: 0141 552 5592 Email: gina@otbds.org.uk

<http://www.otbds.org/>



Transition Information Network

The Transition Information Network continues to undergo a process of change to ensure that it is effective in providing information about transition to young people, parents and professionals.

The website, www.myfuturechoices.org.uk is being redeveloped into two sites, one for young people and one for parents and professionals. The site for young people is being developed with a group of young people who are at various stages of the transition process. The new sites will be up and running in the Autumn 2005.

A new issue of the magazine *my future choices* has recently been published. This issue has an article on the recent government report 'Improving the life chances of disabled people'. There is an article about a the Aasha project, which worked with young people with learning disabilities from a South Asian background and documented their experiences and views. Other articles look at the importance of making friends and getting out and about.

To get a copy of the magazine register on the Transition Information Network by emailing email Lucia TIN@ncb.org.uk



Other News

Accessible Theatre

The English Touring Theatre is using technology to make their high-profile productions of the classics accessible to disabled audiences. Their forthcoming tour of Tom Stoppard's comedy *Rosencrantz and Guildenstern Are Dead*, directed by Stephen Unwin, touring nationally Fri 20 May - Sat 23 July 2005, includes nine assisted performances.

English Touring Theatre is committed to providing an excellent service to theatre-goers with disabilities including the development of education workshops and resources for the Deaf, hearing and visually impaired. If you know of any groups or individuals who might benefit from being involved in these initiatives please forward contact details below onto them.

Please contact Kate Hall on 020 7450 1990 ext.302 or 020 7928 4449 www.ett.org.uk

Disabled Workers Co-operative

The Disabled Workers Co-operative is a 'not-for-profit' organisation that is creating an online of the skills, products and services that disabled people have to offer. Registration on the database is FREE and it is FREE for anyone to use. We have an **eJobs Portal** aimed at disabled jobseekers where you are able to advertise your vacancies and search for employees FREE. We also have a popular Directory of websites that list organisations, service providers and useful products for the disabled such as Assistive Technology, mobility products and holidays. Listing in the Directory is FREE in return for a link on your website.

For further information please visit our website at www.disabledworkers.org.uk or contact me at neil@disabledworkers.org.uk

DYNAMITE

In Control of My Future

in **Control**



Paradigm is offering a 2-year programme to local authorities and their partners to support the introduction of self directed support and individualised funding specifically aimed at transition. The project aims to develop:

- a number of young people and families with an individualised budget
- the skills necessary for people to take control of this funding
- a support network of brokers for young people to use
- person centred flexible supports for young people to buy

...enabling the young person and their family to make an informed decision about developing a self-directed support package for their son or daughter. Underlying this, a partnership of local agencies with a clear understanding of what individualised funding, self directed supports and associated issues means to them. This partnership will be 'self-sufficient' in terms of the long-term development of individualised funding, including training, systems and any specific paperwork.

Growing into adult hood for the young person and their family and transition between support services for all concerned is beset with problems. Too often, too little is done too late.

Improving the Life Chances of Disabled People, the Green Paper 'Independence, Well Being and Choice' and In Control all foresee a future where power and control switches to disabled people with individualised funding as one of the key mechanisms for this.

To find out more email Nic Rowland-Crosby, Paradigms lead Consultant for Children and Young People at nicrc@paradigm-uk.org or visit www.paradigm-uk.org.uk

Skill's new student information project

Skill is launching an exciting new initiative to develop our Information Service to reach younger people with learning difficulties and/or disabilities.

Funded by the National Voluntary Youth Organisations grant scheme as part of the DfES, this project will seek to extend Skill's Information Service and materials to target young people aged 11 to 19.

The materials Skill intends to develop will be aspiration-raising and informative to support young people with disabilities and/or learning difficulties through transition into further or higher education, employment, training or work-based learning.

The project will involve building close contacts with partnership schools and colleges. This will enable direct consultation with young people to explore current gaps in information provision, and to establish how their information and access needs can best be met.

The focus will be on informing young people about their opportunities and responding to the young people's needs by creating information that is clear, balanced, accessible and in a format that will raise aspirations and encourage them to explore their ideas about the future.

If you are from a school or college and would like to get more information about this project phone Jo on 020 7450 0637 or email jo@skill.org.uk. More information about Skill can be found at www.skill.org.uk

The Strongest Link: Young people leading emotional support for others

Contact: Val Williams and Pauline Heslop: Norah Fry Research Centre, University of Bristol. Val.Williams@bristol.ac.uk

A report from the Foundation for People with Learning Disabilities, called 'Making Us Count' was launched earlier this year. It is about four action research projects, which aimed to find ways to improve the emotional support for young people with learning disabilities. A survey in 2001 by the Foundation had found that these young people are perhaps four times as likely as other young people to need support because of mental health issues. This is especially true at transition, when young people may have problems because of all the changes.

Mind the Gap

One of the four action research studies funded by the Foundation was called 'Mind the Gap', and took place as a research partnership project in Somerset, an area of the country where there is very good practice at transition. One of our initiatives was to work with a group of students from a local college, to develop an approach in which young people with learning disabilities could support others, through friendships. This group was called 'The Strongest Link'.

The key features were that:

- Young people with learning disabilities took a lead role in planning and delivering the course. It is important to support young people, without taking over from them.
- A group of students with learning disabilities came to the course as participants.
- Members of both groups spoke of their increased confidence, and emotional release.
- Young people showed that they could support others to become stronger in speaking about feelings.
- Friendship was the underlying theme: young people with learning disabilities, like any young person, would choose to turn to friends when they have a problem.

A pack containing the resources we used, and with information and ideas, is available on the website for the Foundation for People with Learning Disabilities.

www.learningdisabilities.org.uk

National Autistic Society Transitions project - new graduates sought

Prospects, The National Autistic Society's employment consultancy, is launching a new, two-and-a-half year project, which will help final year university students with Asperger syndrome into work.

The project is joint funded through the London Development Agency and the European Social Fund and is aimed at students who live and wish to work in the London area. The aim of the project is to work with students who have either just finished their studies or are about to enter their final year at university. The aim of the project is to help them develop the skills which they will need to find employment. This will be achieved through a mixture of workshops and one-to-one sessions, focusing on areas such as career choice, communication and interview skills as well as effective job searching. The project will run until 2007.

Prospects is currently looking for people, who meet the criteria to join the project. For more information about the Transitions project or to see if you would qualify to access it, please contact **Justin Penney** or **Judith Kerem** on **020 7704 7450**.

Useful Organisations

If you would like to include information about an organisation here please contact Lucia Winters, details are on page 1.

Active 8 – in Cornwall, by Liz Olive, Hon. Sec. of Active 8

This is a small charity in Cornwall, established for teenagers with disabilities. We run twelve residential weekends a year, at an Outdoor Education Centre, for eight to ten young people. Each group stays together for two years. Active 8 has to be residential because of the distances involved, but they enjoy being away from home. It functions more like a youth club than a care setting.

In Cornwall, young people with major physical disabilities (except some who have a severe learning disability) go to mainstream secondary schools. Although this is good in general, they also live in a rural county. There are only 10 to 20 in the whole county in each year group. The effect is that they rarely meet other disabled people. They are dependent on parents for transport, and this often leads to dependence on parents to plan and make all decisions. They are isolated socially at an age where it's really important to be like everyone else; and often lonely. Other people's low expectations are a big additional disadvantage for these young people, who are aged 14 and 15 and are still finding out who they are. And we have no junior PHAB club, hardly any disability sport, no meeting points.

Active 8 introduces the young people to new activities and a whole lot of fun. Active 8's bias is to the most impaired, including life-limiting conditions: this can be a hard experience for the group. Careful risk assessments enable us to do challenging activities and leave no-one out. Some have been slow to trust us on this, from bitter experience. Canoeing, basketball, skating (in wheelchairs), surfing and archaeology are among the many things that have featured so far. In its second year our current group is starting Duke of Edinburgh's Award at Bronze level. They will need accommodation, personal care, accessible transport and good leadership to plan and achieve this.

Active 8 can increase the confidence of the young people who take part in it. They become more able to take responsibility, to support one another, and to plan and execute projects of their own. It widens their experience. They are able to get to know other young disabled people, and overcome fear of difference as they learn to trust and help each other. They relax, and enjoy not struggling to keep up with able-bodied people for once. They are able to make friends; also to fall out and make it up without adult intervention! After a year they are beginning to keep in touch between weekends by phone, and sometimes visit. We try hard to find disabled volunteers as leaders and role models.

Some of the group helped with a disability awareness training day for the Youth Service, which they did well and enjoyed. Since then, the Active 8 young people have decided they want us to help them design and facilitate their own disability awareness training workshops. A year ago they were all quite isolated and rather suspicious of other disabled people: now they have found a collective voice and feel they have a right to be heard.

If you want to know more about Active 8, or are doing something similar in another part of the country, please contact us through our website, www.active8online.org. And if you run a part-time residential project like ours, and are being asked by CSCI to register as a Children' Home at a crazy cost, we would like to share ideas about how to deal with that.

Learning about Intellectual Disabilities and Health is a web-based learning resource for medical and health care students and practitioners.

The main aim of this site is to provide up-to-date information for busy practitioners and students about the health needs of people with intellectual disabilities. We cover a broad focus. Articles include not only subjects such as prevention and diagnosis, but also social care issues, family issues and perspectives, and the perspectives of people with intellectual disabilities themselves.

<http://www.intellectualdisability.info/home.htm>

1Voice – Communicating Together

1Voice - Communicating Together is a national charity supporting non-speaking disabled children, young people and their families. 1Voice works closely with disabled adults who use electronic communication aids and who are Role Models for the younger disabled people. They are holding their 4th Annual National Network Family Fun Day on Sunday 17th July 2005 from 10am at Lilleshall National Sports Centre, Shropshire. This is a day to bring together communication aid users and families and is an opportunity for families to share ideas, information and experiences whilst at the same time for everyone to have fun in a beautiful accessible venue.

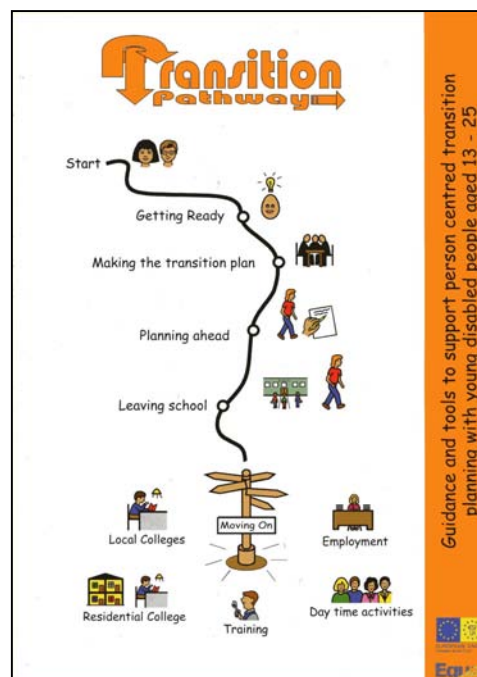
1Voice is also holding their 2nd Role Model Project on Friday 15th July which is for adult communication aid users and their first Teenage Workshop for communication aid users from 12yrs+ on Saturday 16th July at Lilleshall National Sports Centre.

For full details of how to become a role model, attend the Teenager's Workshop, become a member or join us at the Family Fun Day contact Katie on 0845 330 7862 or e-mail info@1voice.info

Publications

Transition Pathway: Guidance and tools to support person centred transition planning with young disabled people aged 13-25 (2005) by Chris Sholl, Fran Dancyger, Maggie Parsons & Cathy Dale

This is a practical tool that can be used by anyone who has an interest in or responsibility for supporting young disabled people in transition to adult life. It can also be used by managers and commissioners to help plan resources needed now and in the future. This is a really useful guide; it has a guidance section, which looks at laws and good practice, a section of tools including sheets that can be photocopied and checklists and a section of examples of transition planning. This guide is available as part of a training session of either a half or a whole day for up to 20 people. It is accompanied by 'The Big Picture' – a separate guide for young people and their families. This guide can be used when transition planning with young people to help them make personal transition workbooks. For more information email Chris Sholl and Fran Dancyger: transitionpathwaypartnership@yahoo.co.uk



Tomorrow's big problem: housing options for people with Autism. A guide for service commissioners, providers and families (2004) by Maurice Harker and Nigel King for the Shirley Foundation Published by the National Autistic Society

Moving to a new home is a major step for anyone. People with autistic spectrum disorders face many difficulties with this transition but help and information are limited. This guide looks at existing services, what people say is needed and sets out how services can be improved. Case studies are used to illustrate how different solutions can work. Order from www.nas.org.uk

Learning Disability Task Force: Annual report 2004

The Learning Disability Task Force was set up in 2001. The Task Force's job is to check that the things in Valuing People are happening and helping to make people's lives better. This report tells about the work of the Task Force in 2004. This report can be downloaded from www.dh.gov.uk/policyandguidance/healthandsocialcaretopics/learningdisabilities/fs/en

Linking Up: A guide for Connexions workers and staff working with young people in transition.

Young people with learning disabilities have the same needs, hopes and fears as other young people as they move into adulthood. Linking Up is a short guide to help Connexions staff, or anyone working with young people in transition, to give support to people with learning disabilities, and provides practice advice and examples. The guide stems from an action research project in Somerset, called Mind the Gap, where there is very good practice in transition planning and in joint working between Connexions and Social Services. Available from www.learningdisabilities.org.uk

Building a Health Service Fit for the Future, Scotland

The Scottish Executive has published a framework for the future of the NHS in Scotland. The report, commissioned by the Executive and produced by an expert reference group, makes recommendations on the future shape of the NHS. Some key recommendations in relation to the health service and children include children, young people and their families should be

involved in planning local services; each NHS Board Area should review its services for young people and develop proposals for age appropriate care and arrangements for transition from child to adolescent and adolescent to adult care and a National Managed Clinical Network for paediatric critical care is developed to link critical care services across Scotland to provide a co-ordinated support service for critically ill children.

<http://www.childpolicy.org.uk/news/index.cfm?ccs=88&cs=15050>

Every Child Matters: A summary of the responses to the consultation on new arrangements for the inspection, assessment and review of services for children and young people

A summary of the main findings of the multi-agency consultation and the response of commissions and inspectorates. The consultation asked for views on the proposed Framework for the Inspection of Children's Services together with the arrangements for annual performance assessment and joint area reviews.

The overall response to the new arrangements has, in the main, been positive. In particular, the move toward greater integration of the work of the commissions and inspectorates has been applauded. The principles which will underpin inspections, reviews and assessments including the focus on outcomes and the involvement of children and young people have received unanimous support. Most respondents agree that the proposals for an integrated approach to inspection are likely to help services improve their work for children and young people. However, respondents recognise that the way in which the system works in practice will determine its effectiveness.

The document can be downloaded from the Ofsted website.

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3713>

or <http://tinyurl.com/8tnh7>

Your first wheels

An article in Disability Now by Elizabeth Choppin offers a jargon-free guide to getting on the road as a first-time driver. It includes useful information about specially trained instructors, how to check that you fit the criteria to drive a vehicle, as well as useful contact information.

http://www.disabilitynow.org.uk/living/motoring/motoring_jul2005_001.htm

Conferences and seminars

If you would like to list event here please email Lucia Winters with details. Contact information on page one.

Ideas into Action – Creating Youth Work Opportunities for Young People with Disabilities – 8 September 2005, The NYA, Leicester

As part of the NYA's training to celebrate the Year of the Volunteer 2005, September offers 'Creating Youth Work Opportunities for Young People with Disabilities'

The aim of the training is to support youth workers in opening up opportunities for young people with disabilities and promoting citizenship. The day will offer participants an opportunity to consider current legislation

- Consider the barriers to young people with disabilities accessing services and consider ways of increasing opportunities
- Discuss Person Centred Planning
- Try out activities to encourage active citizenship and promote young people with disabilities as volunteers
- Share and celebrate good practice.

For further information about the Ideas into Action programme of events please either call Sara Dickinson on 0116 242 7501, email sarad@nya.org.uk or visit our website http://www.nya.org.uk/shared_asp_files/uploadedfiles/87547D16-8201-460B-944D-E5419B746C59_Newideasflyeramended.pdf Or: <http://tinyurl.com/7sjka>

Networking Meetings for Young People's Advocacy Projects

The meetings are a chance to meet with colleagues and discuss issues around advocacy for young people with learning disabilities, or if you are just beginning to think about this area of work, you can come and find out a bit more from those who are doing it already.

Midlands: Tuesday, **July 12th** BMI, Birmingham

South: Monday, **July 18th** Voluntary Action Camden, London

North: Wednesday, **July 20th**, Stagecoach Theatre, York

All events run from 10.30 a.m. to 3.30 p.m. (except the London Meeting which will finish at 2.30pm) and are free (tea/coffee included)

Please call us or email us if you would like to book your place or for more information:

nigel@sgood1.fsnet.co.uk

Nigel Caldwell, Project Director

CAIT Sounds Good Project

Unit 1a, Bingswood Trading Estate

Whaley Bridge, High Peak SK23 7LY

Tel: 01663 719718 / 01663 719662

Every Young Person Matters

Methodist International Centre, London

Thursday 20th October 2005



An exciting chance to look to the future and learn about innovative and emerging good practice in developing young person centred services

Ian Coates, DfES, Christine Lenehan, Council for Disabled Children, Jenny Rudge
Connexions Cornwall and Devon and Spencer Aston...
...offering individual and challenging perspectives about what the future may hold for
services supporting disabled young people

Pippa Murray, Nicola Hilson, Nic Rowland-Crosby, Julian Yates
Introducing Individualised Budgets, Growing into Adulthood, Inclusive Leisure and Schooling,
and Supporting Young People with traumatic life histories

Cost:

1 place £159.00, 3 or more places £139.00 per place

* Special Price for school staff and staff from small community organisations £99 per place

For more information contact Nic Rowland-Crosby, 0790 4078 012 or nicrc@paradigm-uk.org
or visit the Paradigm website at www.paradigm-uk.org

Consultations

Independence, Well-being And Choice: Our vision for the future of social care for adults in England, March 2005, Department of Health

Reminder: deadline for responses to this green paper is 28th July

Independence, Well-being and Choice sets out the government's vision for the future of adult social care in England. The paper can be downloaded from the Department of Health's website: www.dh.gov.uk

Sustainable Accommodation: A strategy for the provision of suitable and sustainable accommodation for young offenders and young people at risk of offending 26/5/05 England and Wales

Consultation period: 26/05/05 to 19/8/05

The Youth Justice Board has called for views on its draft accommodation strategy. The strategy seeks to ensure that there is a coordinated approach to preventing homelessness, together with enough provision of suitable accommodation for young people who offend.

<http://www.youth-justice-board.gov.uk/PractitionersPortal/Accommodation/Introduction/>

'Inclusion, Equality and Diversity: Data'

Respond by Tuesday 9 August 2005

The data areas in question are all ones that will be helpful to schools and LEAs in ensuring that all children have the opportunity to fulfil their full potential. There is a section on disability data and we would be pleased if members of CDC and the Parent Partnership Network could find the time to look at this section and provide us with their comments and suggestions. Also it would be helpful to know if the references to disability in the generic sections at the beginning are appropriate and relevant. www.dfes.gov.uk/consultations/

Discussion Paper: Extending Entitlement: supporting young people 11-25 in Wales: Working together to provide young people's entitlements, 12/5/05 Wales

Consultation period: 12/5/05 to 31/7/05

This is a discussion paper on the future support for the Extending Entitlement agenda. It discusses the new support services to be provided within Youth and Pupil Participation Division, including: the Advisory Group and Sub Groups, work programmes and other work areas currently under discussion.

Comments should be directed to: Youth Support Services Proposals, Youth and Pupil Participation Division, Welsh Assembly Government, Cathays Park, Cardiff, CF10 3NQ,

YPTMailbox@wales.gsi.gov.uk

http://www.learning.wales.gov.uk/scripts/fe/news_details.asp?NewsID=1865

Consultation on the Additional Support for Learning Act 2004, 11/05/05 [S]

Consultation period: 11/05/05 to 3/08/05

The Scottish Executive is seeking views on three areas in relation to the implementation of the Education (Additional Support for Learning) Act 2004, due to be commenced in November 2005. The areas are the Rules of Procedure that will govern the working of the Additional Support Needs Tribunals for Scotland; proposals for placing request arrangements for children and young people with additional support needs; and provisions for the transition from the current Record of Needs system to the new one.

The consultation documents and response booklet are available on the Scottish Executive website. Responses should be submitted to Elaine Lane, Scottish Executive Education Department, Additional Support Needs Division, Area 3B (North), Victoria Quay, EDINBURGH, EH6 6QQ Email: aslact@scotland.gsi.gov.uk
<http://www.scotland.gov.uk/Consultations/Current>

Review of Mental Health & Learning Disability (NI) Draft Alcohol & Substance Misuse Report - Consultation 5/05 Northern Ireland

Consultation period: 5/05 - 29/7/05

The Alcohol & Substance Misuse Working Committee of the Review of Mental Health & Learning Disability NI is consulting on its third draft report. It presents a new vision & recommendations to improve services. Topics covered in the 145-paged document include Voluntary/Community Organisations, Community/Primary Care settings, Residential Provision & Rehabilitation, Harm Reduction Services, Young People, People with Learning Difficulties, Older People, Pregnant Users, Families, Smoking, Homelessness, Employability and the interface with General Hospitals, Mental Health Services and the Criminal Justice System.

The full document is available for download on the Review of Mental Health & Learning Disability NI website. Please direct comments/queries to: Stephen Brown , Review of Mental Health & Learning Disability NI Team, Room 9, Annexe 6, Castle Buildings, Stormont, Belfast BT4 3PP. Email: Stephen.Brown@dhsspsni.gov.uk Tel: 028 90523487
http://www.rmhdni.gov.uk/asm_consultation.asp

New Ministerial Positions

Department for Education and Skills

The Secretary of State for Education and Skills – **Ruth Kelly**

Minister of State (Schools and 14-19 Learners) – **Jacqui Smith**

Parliamentary Under Secretary of State (Schools) also has responsibility for SEN and Disability – **Andrew Adonis**

Minister of State (Lifelong Learning, Further and Higher Education) – **Bill Rammell**

Parliamentary Under Secretary of State (Skills) – **Phil Hope**

Minister of State (Children, Young People and Families) – **Beverley Hughes**

Parliamentary Under Secretary of State (Children, Young People and Families) – **Maria Eagle**

Department of Health

Parliamentary Under Secretary of State for Care Services also has overall responsibility for Disability – **Liam Byrne MP**

Parliamentary Under Secretary of State for Public Health – **Caroline Flint MP**

Minister of State for Health Services – **Rosie Winterton MP**

Secretary of State for Health – **Rt Hon Patricia Hewitt MP**

Minister of State for NHS Delivery – **Lord Warner of Brockley**

Department for Work and Pensions

Parliamentary Under Secretary (Disabled People) – **Anne McGuire MP**

To find out more about their responsibilities go to:

<http://www.dfes.gov.uk/aboutus/whoswho/ministers.shtml>

<http://www.dh.gov.uk/AboutUs/MinistersAndDepartmentLeaders/MinisterOverview/fs/en>

<http://www.dwp.gov.uk/aboutus/ministers.asp>