

# Getting a Life

## Newsletter



Information for everyone working with and for disabled young people in transition from childhood to adulthood.

**Issue 13**

**Autumn 2008**

We are delighted to be able to announce that the Council for Disabled Children and partners will act as the national transition support team for the AHDC Transition Support Programme (TSP). Information about the programme and the support team is on page two.

Meanwhile the world keeps on turning, and this issue of GAL has all the usual updates from government, useful publications and events. It also has an article about Every Disabled Child Matters' new campaign Going Places. This is a really important campaign for disabled young people in transition as it is about ensuring that developments in youth and leisure services under Aiming High for Young People: a ten year strategy for positive activities involves disabled young people from the beginning. There is information about the implementation of other aspects of Aiming High for Disabled Children on page 11, and on page 13 there is an update on developments in 14-19 Education. Finally there is an update from The National Youth Agency that lists their work making sure implementation of the ten year youth strategy includes disabled young people.

All the best.

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**Council for**  
**Disabled**  
**Children**

## Transition Support Programme

The Council for Disabled Children and partners will act as the national transition support team for the AHDC Transition Support Programme.

Aiming High for Disabled Children: better support for families was published in 2007. The Aiming High for Disabled Children review found that more work was needed to co-ordinate services for disabled young people in transition to adult life, and to ensure young people and families can access high quality information at key points. To address this, the Aiming high for Disabled Children programme (AHDC) announced £19m over the CSR period (2008 – 2011) to develop a Transition Support Programme (TSP).

The TSP will seek to raise the standards of transition support and provision and achieve greater consistency in all local areas. The programme consists of **two main elements**:

1. The national transition support team, which will coordinate the work with local authorities, PCTs and regional advisers and existing experts; and
2. Support for change at local level through a combination of direct grants and regional adviser activity.

The national transition support team, a coalition between the Council for Disabled Children and partners, has three main roles:

- **Drive and shape** the programme in local areas through work with regional advisers, and disabled young people and their families;
- **Engage with and exchange** good practice in transition through websites, targeted information sheets and other resources to help build capacity; and
- **Identify the support needs** of local areas and work in partnership with regional advisers, the Department for Children Schools and Families and the Department of Health to improve transition practice.

If you would like more information about the national transition support team, visit [www.transitionssupportprogramme.org.uk](http://www.transitionssupportprogramme.org.uk).

You can also read about the programme and sign up for updates on the Every Child Matters website [www.everychildmatters.gov.uk/socialcare/ahdc/transition/](http://www.everychildmatters.gov.uk/socialcare/ahdc/transition/).

To receive updates from the national transition support team email [tsp@ncb.org.uk](mailto:tsp@ncb.org.uk).

## News from the Department for Children, Schools and Families

### Delivering 14–19 Reforms in Rural Areas – Final Report

This report looks at the delivery of 14-19 reforms in rural areas, considering the challenges rural areas face and exploring a range of solutions already being taken forward to meet these challenges. It also provides a number of tools to support local areas in their planning. The report commits DCSF to: fund the post of Travel and Access Coordinator in each of the 40 most rural areas; provide £1 million of capital to the 20 most rural areas to help them develop innovative solutions; provide a small amount of funding to support a rural pairing scheme to help the 40 most rural areas share practice and explore solutions together.

Published 30 June 2008

[http://www.dcsf.gov.uk/14-19/documents/Delivering\\_14-19\\_Reforms\\_%20in\\_Rural\\_%20Areas.pdf](http://www.dcsf.gov.uk/14-19/documents/Delivering_14-19_Reforms_%20in_Rural_%20Areas.pdf)

### 14-19 curriculum offer: transport related issues and solutions

John L. Rodger, York Consulting for the DCSF

The Department commissioned research into issues and approaches surrounding 14 to 19 transport planning and delivery in 16 local authority areas preparing to deliver Diplomas in 2008. The findings highlight some longer term challenges to address.

Published 30 June 2008

[http://www.dcsf.gov.uk/14-19/documents/14-19\\_Transport\\_Research.pdf](http://www.dcsf.gov.uk/14-19/documents/14-19_Transport_Research.pdf)

### FE book of facts - update

Department for Children, Schools and Families

Updated following the publication of the 16-18 year old participation SFR.

Updated 2 July 2008

<http://www.dcsf.gov.uk/rsgateway/DB/STA/t000667/index.shtml>

### Bercow Review

In 2007 John Bercow began a review of services for children and young people with speech, language and communication needs (SLCN). It was the first major review of this kind in seven years and it provided an excellent opportunity to bolster support for vulnerable children and young people. The Review's final report has now been published, setting out findings and recommendations to Government.

Two recommendations specifically mentioned transition:

Once a child's speech, language and communication needs (SLCN) has been identified, we recommend that a range of information, advice and support should be readily available to families, particularly at key stages and transition points in a child's life. **[Recommendation 5]** We recommend that PCTs and local authorities work together to undertake surveillance and monitoring of children and young people to identify potential SLCN across the age range, and particularly at key transition points. **[Recommendation 8]**

In response to recommendations made in the Bercow Review the DH and DCSF have jointly announced a £52 million package of SLC funding for children. £12m is for implementing the recommendations, with a further £40m to support speaking and listening in the early years.

<http://www.dfes.gov.uk/bercowreview/>

### **Positive activities for young people**

The Positive Activities for Young People programme is aimed at 8-19-year-olds who are at risk of social exclusion and community crime. Funding is being made available (£166m since April 2003) to provide diversionary and developmental activities for these young people during the school holidays. Funding for the programme will transfer to local area agreements from April 2007. The final evaluation report contains much good practice and lessons learned.

<http://www.everychildmatters.gov.uk/youthmatters/positiveactivities/>

### **Youth Opportunity Fund and Youth Capital Fund**

Various publications are available to download from the ECM website, including:

[Youth Opportunity Fund and Capital Fund: Good Practice Guide](#) (August 2008) - offers a range of examples direct from local authorities and groups of young people and contains some key recommendations based on the learning from the first two years of the Funds.

[Youth Opportunity Fund and Youth Capital Fund: Delivery Guidance](#) (2008) - sets out arrangements for local authorities to deliver these Funds. Effective from April 2008, it replaces previous Youth Opportunity and Capital Fund guidance issued in March 2006.

[Youth Opportunity Fund and Youth Capital Fund: Evaluation](#) (August 2008)

<http://www.everychildmatters.gov.uk/youthmatters/youthfund/>

### **Youth Sector Support Arrangements – Findings from the Call for Evidence**

The Call for Evidence was launched on 12 January 2008 and closed on 9 April 2008.

In July 2007 the Government launched 'Aiming high for young people: a ten-year strategy for positive activities'. The reforms introduced by 'Aiming high' are intended to secure significant improvements in the quality of services for young people. But, it is clear that to deliver these improvements will require strong national leadership and collaboration.

Following this consultation, Government's response will form part of the wider National Improvement and Efficiency Strategy, which includes an objective to make better sense of improvement programmes/ bodies which support local authorities and partners. Responses to the consultation will also help to inform the approach taken to supporting the sector by Government's existing support functions, including: the Youth Taskforce; Centre for Excellence and Outcomes in Children and Young People's Services; ongoing Youth Workforce Development Programme; and any other measures taken to secure delivery of the new 'Youth PSA.

<http://www.dcsf.gov.uk/consultations/conResults.cfm?consultationId=1525>

### **Ten year strategy for positive activities - implementation plan update**

In 2007 the Government published Aiming high for young people: A ten-year strategy for positive activities which aims to transform leisure-time opportunities, activities and support services for young people in England. An implementation plan for the ten-year strategy was published in March 2008 but was recently updated. This briefing highlights the main changes which reflect subsequent progress and activity. More of this briefing at:

<http://www.csn.info/csn/briefing-detail.jsp?&id=2001&md=0&section=briefing>

### **Connexions**

From 1 April 2008 the funding that went directly to 47 Connexions Partnerships now goes directly to all 150 local authorities (LAs), via the new Area Based Grant, with LAs now responsible for delivery. For further information about these changes, and other materials such as Quality Standards for young people's Information, Advice and Guidance (IAG) and information about Connexions branding visit the ECM website:

<http://www.everychildmatters.gov.uk/youthmatters/connexions/>

## **Draft Apprenticeship Bill**

The Bill will: establish a statutory basis for the Apprenticeships programme, place duties on the Learning and Skills Council to secure sufficient and appropriate apprenticeship places to fulfil the entitlement for each suitably qualified young person who wants one, and describe the functions of the new National Apprenticeship Service, and make changes to careers education to ensure that young people in schools are informed about vocational training opportunities.

Responses are invited until 8 October 2008.

<http://www.dcsf.gov.uk/publications/draftapprenticeshipsbill/>

## **Education and Skills Bill**

The Education and Skills Bill received its Third Reading in the House of Commons on 13 May 2008 and was introduced to the House of Lords the following morning. Second Reading in the House of Lords took place on 10 June.

This landmark piece of legislation will increase participation in learning for young people and adults, meeting the Government's ambition of achieving world class skills in the UK by 2020. For the first time in 30 years, the Government is legislating to raise the education leaving age to 18.

In doing this, young people will be given new rights to take up opportunities for education and training, and the support they need to engage in learning.

They will also have new responsibilities as part of a partnership between young people and parents, schools and colleges, local government and employers.

The Bill's provisions will put in place a right for adults to basic and intermediate skills, giving adults a second chance to gain the skills they need to thrive in society and throughout their working lives.

The Bill will also rationalise the regulation and monitoring regime for independent schools and non-maintained special schools in line with the Government's wider simplification and bureaucracy cutting agenda.

The Bill makes a number of other changes to support the raising of the education and training participation age, including:

- Transferring the responsibility for delivering the [Connexions](#) service to local authorities
- Placing the [Learning and Skills Council](#) under a duty to secure proper provision of apprenticeships
- Strengthening arrangements for local collaboration for the 14-19 reforms
- Clarifying schools' duty to deliver careers education impartially and not to seek to promote institutional interest before the best interests of the young person
- Ensuring young people with learning difficulties and/or disabilities receive an assessment of their needs during the year they are expected to leave school to take up Further Education or training
- Ensuring local authorities take travelling time as well as distance into account in preparing transport statements for over 16s
- Requiring local authorities to produce an annual report on school admissions arrangements in their area

The Bill's provisions will bring benefits at many different levels:

- to the economy because of higher skill levels and improved competitiveness;
- to society because young people who are participating in learning are less likely to be involved in crime or anti-social behaviour, to be misusing drugs or alcohol or to be teenage parents. Better skills – for young people and adults - are the key to greater social mobility, and will contribute to improving health outcomes and to greater civic and community participation;
- to individuals from increased self-esteem, higher earnings potential and improved employability.

<http://www.dcsf.gov.uk/publications/educationandskills/>

## **The Children and Young Persons Bill passed**

The Children and Young Persons Bill (CYPB) introduced in the House of Lords on 14 November 2007 fulfils commitments made in the White Paper, *Care Matters: Time for Change*. The Bill passed from the Lords to the Commons on Tuesday 25 March 2008. The Bill had its third reading in the House of Commons on the 8 October 2008, during which MPs debated several significant amendments. Campaigners and MPs will continue to push for last-minute changes as the bill reaches its final stages in Parliament.

The Bill will strengthen the legislative framework underpinning the care system - ensuring the right structure is in place to enable children and young people to receive high quality care and support. It will also ensure that those entering the care system are able to share the same aspirations as those in supportive family homes. The CYPB is only a part of the Care Matters reform package and will be supported by regulations and an update to the Children Act 1989 Guidance, as well as proactive partnerships with local authorities to share and develop good practice.

<http://www.dcsf.gov.uk/publications/childrenandyoungpersonsbill/>

## **£10m A YEAR TO TRAIN SPECIAL EDUCATIONAL NEEDS LEADERS**

**29 July 2008**

Schools will be funded to train their Special Educational Needs Coordinator (SENCO) – the key teaching leader responsible for the learning and support of all children with special educational needs - under plans announced by Schools Minister Andrew Adonis.

The Government will provide an extra £10 million a year to enable all new SENCOs to undertake high quality, nationally accredited training. The extra funding will underpin a new requirement, from September 2009, for all new SENCOs to be both qualified teachers and to receive additional training.

It is part of a package of measures set out by Andrew Adonis to improve support for children with special educational needs (SEN) and disabilities, outlined in his speech to the Voice union conference.

[http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2008\\_0163](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0163)

## **Special Educational Needs and Disability updates**

SEN & Disability update is a termly newsletter issued by the DCSF. The updates report on recent key developments for pupils with SEN and disability. These newsletters are available as hard copies or as downloads. You can subscribe to receive it by email or as a hard copy — essential reading for those working in special educational needs and disability fields.

<http://www.teachernet.gov.uk/wholeschool/sen/updates/>

## **Youth Cohort Study & Longitudinal Study of Young People in England:**

**The Activities and Experiences of 16 year olds: England 2007**, Published on 26 June 2008

**Bullying:** The largest differences were for young people with special educational needs and for those with disabilities. More than four fifths of young people with “School action plus”, a statement of educational need or a disability that affected their schooling reported having been bullied, compared with under two thirds for other young people.

**Qualifications:** Eligibility for FSM and disability both relate strongly to academic attainment in Year 11. Those who are FSM or have a disability are most likely to achieve no GCSEs at all (8 per cent of those who were eligible for free school meals compared with 3 per cent who were not and 18 per cent of those with a disability compared with four per cent who did not).

**NEET:** The largest difference between males and females is for young people with a disability. One in five males with a disability became NEET compared with less than one in eight females.

<http://www.dcsf.gov.uk/rsgateway/DB/SBU/b000795/index.shtml>

## News from Department of Health

### **Elaine Hill appointed as the new specialist advisor for autism**

Elaine Hill has been appointed as the new Specialist Advisor for Autism at the Department of Health. She will lead the development of an adult autism strategy. She will advise on the needs of people with autistic spectrum conditions in policy work on projects for social care and health services. An important part of her role will be to engage and build sustainable frameworks with key stakeholders.

<http://nds.coi.gov.uk/Content/Detail.asp?ReleaseID=382435&NewsAreaID=2>

### **DH initiatives related to disabled people**

The Department of Health is working on a number of initiatives, independently and in conjunction with other government departments, to progress the life chances and independent living agenda for disabled people. These include Individual Budgets, Community equipment and adaptations and Raising awareness of disability issues.

[http://www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Disability/DH\\_079354](http://www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Disability/DH_079354)

### **£96 million boost to improve healthcare and employment prospects for those with learning disabilities**

People with learning disabilities are to benefit from £96million in Government funding that will help provide them with better healthcare, community support and employment prospects. The new £96m of revenue funding, ring-fenced for three years from 2008/09 until 2010/11 will pay for costs incurred as a result of people with learning disabilities moving from campuses to housing in the community. This will include support for health action planning, workforce training and development, advocacy support for more inclusive community based activities and help to get people into employment. This follows on from the £175million announced last year for Primary Care Trusts to help with the capital costs of closing institutional NHS accommodation and providing more appropriate community arrangements for those with learning disabilities.

<http://nds.coi.gov.uk/content/Detail.asp?ReleaseID=376083&NewsAreaID=2>

For more news on social care provision for people with learning disabilities visit:

<http://www.dh.gov.uk/en/SocialCare/Deliveringadultsocialcare/Learningdisabilities/index.htm>

## News from the Department for Innovation, Universities & Skills

### **Letter to further education colleges from John Denham and Ed Balls**

This is a letter from Secretary of State for Innovation, Universities and Skills John Denham and Secretary of State for Children, Schools and Families Ed Balls to further education colleges. It sets out challenges and opportunities for further education in the coming year.

Published 18 September 2008

<http://www.dius.gov.uk/policy/documents/Denham-Balls%20letter%20to%20colleges.pdf>

### **All colleges must consult their students says Rammell**

All colleges will have a duty to consult students and employers when making decisions about the education they offer, Minister for Further Education Bill Rammell has announced. The Department for Innovation, Universities and Skills has published new guidance to all Further Education Institutions (FEIs) on consulting with potential and current students as well as employers about decisions that will affect them and their learning experience. A similar duty has also been placed on the Learning and Skills Council.

<http://nds.coi.gov.uk/Content/Detail.asp?ReleaseID=379251&NewsAreaID=2>

### **Accessibility in learning: new toolkit that provides practical guidelines for teachers and trainers to make learning materials more accessible**

The Learning and Skills Improvement Service (LSIS) yesterday (15 October 2008) launched an online toolkit which provides practical guidelines for teachers and trainers to make learning materials even more accessible. Now available on the Excellence Gateway, the toolkit of resources merges pedagogical and technical advice where previously these have been scattered over several different channels. The resources include materials for:

Users who have difficulty seeing things

Users who have difficulty hearing things

Users who have difficulties understanding things

Users who have difficulties communicating with others

Read more about how the resources work and view the resources here:

<http://excellence.gia.org.uk/page.aspx?o=jisctechdis> or <http://tinyurl.com/4ecieg>

### **News from the Department of Transport**

#### **Assessment of accessibility standards for disabled people in land based public transport vehicles**

DfT is committed to the government's 'Better Regulation' programme and has commissioned Human Engineering and Guide Dogs for the Blind Association to carry out a study to evaluate the accessibility of land base public transport, including trains, trams, buses, coaches, Private Hire Vehicles and Taxis. A literature review was conducted to identify existing accessibility regulation relating to land-based public transport and gather any published evidence to indicate its effectiveness.

Published 19 May 2008

<http://www.dft.gov.uk/transportforyou/access/landaccessibilitystandards/>

#### **Travel behaviour, experiences and aspirations of disabled people**

Provides analysis of the role that transport plays in disabled people's lives.

Published 28 October 2008

[www.dft.gov.uk/pgr/scienceresearch/social/travelbehaviours](http://www.dft.gov.uk/pgr/scienceresearch/social/travelbehaviours)

## Consultations

### **Consultation on Direct Payments Regulations**

**Launch date:** 19 August 2008

**Closing date:** 11 November 2008

The Health and Social Care Act 2008 extends the availability of direct payments to those people who lack the capacity to consent to their receipt. This move will benefit a number of groups including some people with dementia, adults with severe head injuries and severely disabled children who lose their direct payment when they reach 18.

Direct payments are crucial to achieving the Government's aim to increase independence, choice and control for service users and their carers through allowing them the opportunity to arrange their own personalised care. The Health and Social Care Act 2008 extends the availability of direct payments to those people who lack the capacity to consent to their receipt. In addition, the government is also reviewing the current exclusions to receiving direct payments for those people who are subject to various provisions of mental health legislation in light of the modernisation of mental health law brought about by the Mental Health Act 2007. The Government is now consulting on regulations relating to these two changes.

[http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH\\_087108](http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_087108)

### **The care and support system needs to change - have your say**

England has a care and support system that aims to help people to be independent, active and healthy throughout their lives. Because we are all living longer and have changing expectations, this system needs to change.

To inform the discussion about how the system will change, we want to hear what you have to say about care and support in the future. This is your opportunity to tell us about the principles behind a new care and support system, how we can share the responsibility for care and support and how we can set clear and fair rules about funding. Your views are important and will be listened to and used to inform proposals for how the system can change.

<http://www.careandsupport.direct.gov.uk/>

### **Consultation on a National Framework For Assessing Children and young people's Continuing care**

**Closing date:** 31 December 2008

The consultation on a National Framework for Assessing Children's Continuing Care has been published. The framework is intended to help Primary Care Trusts (PCTs) apply a consistent and transparent approach to assessing the healthcare needs of children and young people, and to work jointly with local authorities (LAs) to provide services in the light of those needs. This framework will apply to children and young people under the age of 18 years who have complex health needs because of disability, accident or illness.

The new continuing care consultation is a key document for anyone involved in making decisions about children and young people with the most complex behavioral or health needs. It has particular relevance for transition and you may want to look at whether the crossover from children's continuing care to adults is clear. Other areas for thought will be;

- does this embrace the right groups of children and young people
- are young peoples rights promoted within it
- is the voice of the young person sufficiently heard

To download the document go to:

<http://www.dh.gov.uk/en/Consultations/Liveconsultations/index.htm>

**Consultation on a national framework for assessing children and young people's continuing care**

Closing date: 31 December 2008

Consultation document on proposals for a National Framework for assessing children and young people's continuing care. The Framework is intended to assist Primary Care Trusts to apply a consistent and transparent approach to assessing the healthcare needs of children and young people and to work jointly with local authorities to provide services in the light of those needs. This Framework will apply in respect of children and young people under the age of 18 years.

[http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH\\_088829](http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_088829)

## Aiming High for Disabled Children: Better Support for Families

The AHDC programme continues to be implemented. These are the latest developments.

### **Disabled children's national indicator**

The disabled children's services national indicator (NI 54) will look at parental experiences of services for disabled children and young people aged 0 to 19 and the extent to which these services are delivered according to core offer standards. The new indicator will be a core part of performance management arrangements aimed at improving the quality of services for disabled children. This is a key priority of the Child Health and Well-being Public Service Agreement (PSA12). This indicator is included in the National Indicator Set (NIS) and the NHS Operating Framework Vital Signs indicator set.

Recommendations on methodology for measuring the disabled children's national indicator (NI54) have been published. The indicator will measure the extent to which services for disabled children are delivered according to the core offer standards. The Department for Children, Schools and Families commissioned the National Centre for Social Research (NatCen) to help develop the methodology and their full report is now available to download through this link

<http://www.dcsf.gov.uk/research/programmeofresearch/projectinformation.cfm?projectId=15553&type=5&resultspage=1>

### **Parent forums**

Parent forums will provide more opportunities for parents to shape the services their families receive in every area. Over the period 2008 to 2010 £3 million is available through a programme of grants and support from Together for Disabled Children, a coalition between Serco and Contact a Family, to help groups develop parent participation activities in each local authority area across England. Grants will be allocated over 2 phases.

<http://www.togetherfdc.org/Topics/ParentalParticipation.aspx>

### **Aiming High for Disabled Children (AHDC) – Programme summary documents**

The programme summary documents provide information for everyone interested in the Government's plans to improve services and support for families with disabled children.

There are three documents:

- A full programme summary
- An easy-read version
- A summary for children and young people

You can receive regular email updates on Aiming High for Disabled Children by following this link: <http://www.everychildmatters.gov.uk/socialcare/ahdc/#pageInterests>

### **The Core Offer**

The government is continuing to work on how to embed the core offer across the aiming high programme. The Core Offer sets out in one place a national statement of expectations for how disabled children and their families will be informed and involved as their needs are assessed and the necessary services are delivered. The Core Offer covers:

- Information and Transparency
- Assessment
- Participation and Feedback

The standards in the Core Offer provide clarity on what entitlements and services disabled children, young people and their families can expect in every area.

<http://www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/>

### **Parent Participation Grants Programme Launched**

As part of the AHDC programme the Government committed £5 million to support parent involvement over the next three years. For further information visit the Together for Disabled Children website:

<http://www.togetherfdc.org>

### **National Indicator – Proposed Survey Methodology Published**

The Disabled Children's Services Indicator (National Indicator Set 54) will assess parents' general experience of services for disabled children aged 0 – 19 and the extent to which services for disabled children are delivered according to the core offer standards. The National Centre for Social Research has now completed their report, which makes recommendations on the form and methodology for measuring the indicator.

This report was published by the DCSF on 25 September.

<http://www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/>

### **Childcare Pilot Launch**

On 5 September the Department hosted the first meeting of the National Learning Set for the Disabled Children's Access to Childcare (DCATCH) programme. Nine of the local authorities from the first wave of pilots attended. For more information on the childcare pilots:

<http://www.everychildmatters.gov.uk/socialcare/ahdc/childcare/>

### **Short Breaks Implementation Guidance**

DCSF and Department of Health have issued joint AHDC short breaks implementation guidance for Primary Care Trusts (PCTs) and local authorities. The guidance is to support LA and PCT professionals to improve local short breaks provision.

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00319>

## 14–19 education

Reforms to 14-19 education start to come into effect from September. The reforms include:

- The Diploma: new, in both **what** students will learn, but also **how** they will learn.
- Increasing the number of Apprenticeships, and the number of sectors in which they'll be available. Apprenticeships will be one of three main routes through to learning at 18, including A levels and the Diploma.
- Raising the participation age: by 2013, everyone will stay on in learning or training to age 17, and to age 18 by 2015, subject to legislation.
- Foundation Learning Tier: additional support for students who aren't ready to engage with GCSEs, Diplomas or Apprenticeships (they may have special needs, or are vulnerable or excluded). The Foundation Learning Tier establishes a learning framework which will allow students to progress towards Level 2.

<http://www.dcsf.gov.uk/14-19>

### **Raising expectations: enabling the system to deliver: update and next steps**

DCSF/DIUS

This report updates stakeholders on progress on the transfer of planning and funding responsibilities for 16-19-year-olds from the Learning and Skills Council to local authorities.

Published 11 September 2008

<http://www.dius.gov.uk/publications/RaisingExpectationsUpdate.pdf>

### **Implementation of 14–19 reforms: an evaluation of progress**

An increasing proportion of young people with learning difficulties and/or disabilities were successfully following post-16 courses in schools and colleges. However, in a few areas, progression into employment at age 19 or 20 was restricted by a lack of opportunities for them to participate in work-based learning post-16 and by limited opportunities in the local labour market.

Although 14–19 opportunities were increasing generally, some gaps in provision remained, including apprenticeships and level 1 courses post-16, and workbased learning opportunities for young people with learning difficulties and/or disabilities.

Particularly underdeveloped were progression routes which provided choice and enabled young people with learning difficulties and/or disabilities to enter employment or further education and achieve economic well-being.

Well established partnerships between the Connexions service and work-based learning organisations contributed strongly to re-engaging young people in learning and employment. Some innovative projects in the most effective local authority areas visited were successfully reaching vulnerable young people and reducing the numbers of those not in education, employment or training.

Additional support and guidance in these areas were well targeted to need, particularly for learners with learning difficulties and/or disabilities, and extensive efforts were made to ensure that vulnerable and disaffected young people received effective support.

<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Thematic-reports/Implementation-of-14-19-reforms-an-evaluation-of-progress>

## Every Disabled Child Matters

Every Disabled Child Matters (EDCM) is the campaign to get rights and justice for disabled children, young people and their families. Last summer EDCM asked disabled children and young people “If you were Prime Minister for the day and could change one thing, what would it be?”

The top answer was to ‘**have more fun things to do**’

This year EDCM wanted to find out more about what **places to go and the things to do** are like for disabled children and young people near where they live, and what they would like to change to make places better.

The **top three things** children and young people said would make the biggest difference are:

1. **Better attitudes** from staff, adults and other young people
2. **Better access** to places, so that they can join in
3. **Better transport** to get to places

The government is going to spend lots of money making places to go better over the next few years. We want the people in charge of the country to listen to disabled children and young people and make sure they can all have good places to go and things to do near where they live. We have now published a booklet of children & young people’s views and **suggestions about what needs to change**. We have made a DVD with the help of KIDS Hayward Adventure Playground and the Out & About group from Ipswich.

We have also published a **campaign tool** to help young people campaign for better places to go where they live. The campaign tool helps you to find out

- What your council should be doing to make sure you have good places to go in your area
- How to get involved with making places to go better
- Questions you can ask your councillor or MP
- Other ideas for campaigning

You can find out more about what young people said and download the booklets from <http://www.edcm.org.uk/goingplaces>

### **Stakeholder Group on joining together AHYP and AHDC**

The NYA, the Council for Disabled Children (CDC) and the DCSF are working jointly on the agenda of joining together Aiming High for Young People: a ten year strategy for positive activities and Aiming High for Disabled Children: better support for families. The intention is to mainstream the access of young people with impairments to positive activities. CDC partnered by The NYA and the DCSF organised a stakeholder group meeting in July 2008 to take soundings on a policy paper in draft for the DCSF on:

- The vision for success
- What is known about the participation of young people with impairments in positive activities
- What is known about the barriers
- What do we want to see happen –learn from good practice and build on opportunities
- Recommendations.

Papers from this work will be available later this year, contact [vwright@ncb.org.uk](mailto:vwright@ncb.org.uk) for copies.

### **Workshop and plenary at Aiming High – Delivering in Partnership organised in London by the DCSF on 11 September 2008**

The NYA ran a workshop jointly with St. Christopher's Shared Care Project Solihull, The Children's Society on the role of lead members at a DCSF event in London. Powerful messages from eight young people with different impairments were presented by a young man, who is very experienced in participation work, using multi-media. Their messages were for elected members and what they should do to engage directly with young people with impairments to ensure their access to positive activities. These messages included:

- We want to be part of it.
- Take time to listen to us – it will take longer than with other groups.
- Tell us the big picture – don't just ask us a question on part of it and explain what you will do with our views. Information is power.
- Ensure our voices are heard in relation to non-formal provision such as YOF/YCF and MyPlace.
- Some of those who have most to say are least able to be heard.

These messages were fed back to the plenary of seventy people with strategic responsibilities for implementation of AHYP from the DCSF, local authorities, the voluntary and community sector and the private sector. These inputs will feed through into the event report. Discussion led to suggestions for action:

- Providers of positive activities to work with social care staff to meet young people with impairment's needs within mainstream activities
- Involve young people with impairments as trainers on programmes for staff working in services for young people
- Explore the potential for young people with impairments to use short break funds and direct payments to access positive activities
- Make sure the needs of young people with impairments are taken account of in all discussions related to strands in AHYP, for example, transport barriers to access to positive activities.

### **Workshop at a conference on the financial capability of young people**

The NYA will be organising four focus groups with young people, who will then run workshops at a large conference in November on the financial capability of young people. A group of young people with impairments will be invited to be a focus group and then run one of the four workshops. This is an opportunity to bring the messages in person to a large audience of people with scope to make changes.

<http://www.nya.org.uk>

## TransMap Project completed

The Council for Disabled Children started the TransMap project in April this year. The aim of the project was to build on the research, policy and practice work that already exists and map the existing provision in transition for disabled young people across the country in order to produce a document of good practice and ideas.

**Sara Merriman** joined us on secondment from Redbridge to carry out the work and has spent the last six months travelling the country, finding out what's working and what's not working. The TransMap work has identified three main issues that the local areas visited are making significant developments in. These are:-

- ***Multi-agency working***

Multi-agency working is being moved forward through the development of protocols, multi-agency forums (such as the Steering Group), and through initiatives including person-centred approaches, which compliment the multi-agency approach.

- ***Education and employment opportunities***

The LSC has funded several projects in the local areas visited, which look at innovative ways of supporting disabled young people. Many areas are also developing social enterprises to provide disabled young people with the opportunity to develop employment skills, and to access meaningful activity.

- ***The provision of information***

Many local areas visited have developed information for young people about the transition process, often in the form of a DVD or website. Local areas are more aware of the need to provide accessible information to young people and their families, and have produced information accordingly.

Many of the local areas visited during the course of TransMap were making progress in these areas, in a variety of ways, however there were also issues that raise particular concern as local areas struggle to develop their processes. The three key challenges for local areas at this time are: -

- ***The participation of young people***

Young people should be supported to participate in both the development of transition processes and protocols, and also in their own transition. The development of person-centred approaches and self-directed support means that more local areas are looking for ways in which they can support young people to plan for their futures, however as yet, few local areas have identified ways of supporting all disabled young people through these initiatives. Most local areas still struggle to effectively support young people to participate in the development of protocols, and many still need to develop forums in which disabled young people can have their voices heard.

- ***Transition assessment processes***

In many areas young people are still required to undergo several assessment processes, and local areas struggle to combine assessment processes, and to meet all statutory requirements. The development of the lead professional role, and multi-agency assessment processes are key to ensuring that a disabled young person's experience of transition is smooth, because all professionals are working together to support them.

- ***Engaging health services***

The engagement of health services in the transition process is inconsistent across the country. Many areas have no lead for transition within the PCT, and this means that there is no strategic lead to drive processes forward. Where teams are integrated, and include community health services, it may be that they are engaged in the transition protocol, however within the wider PCT different specialties have different processes, and the gap between provision in children's and adult's services can be vast. Young people often are not prepared for the transition between health services and the changes that reaching adulthood brings.

These three issues seem to present the most challenges to local areas, and so more intensive support is needed to help local areas improve these practices across the country. Other issues such as transport, may seem less significant in planning processes, however these seemingly smaller issues can make the difference between disabled young people having access to opportunities and not.

A report documenting the work will soon be published, along with various tools and guides to help local areas to continue developing their work around transition.

Any questions please email: [vwright@ncb.org.uk](mailto:vwright@ncb.org.uk).

### **New Youth Access Project - 'Making Tracks'**

#### **Making Tracks project aim**

The **MtP** aims to improve services for young adults with complex needs by developing better partnership working between GPs, Primary Care Trusts (PCTs) and Young People's Information, Advice and Counselling services (YIACS) operating in the VCS. The project will select up to three pilot sites to develop and evaluate an improved service offer for 'harder to reach' young adults, who will be able to access a new and distinctive package of holistic support combining medical, psychological therapies and social welfare advice services.

#### **Making Tracks project summary**

Youth Access will provide the pilot sites with a package of development support which addresses the individually assessed needs of each locality. The tailor-made package of support will enable sites to develop replicable models for improving partnership working between the VCS and local GPs in meeting the health and social welfare needs of young adults. Opportunities to share learning, attend workshops and training, will also be offered to participating pilots. The MtP will ensure that young adults and key stakeholders are involved in the development and shaping of the project. The project will be independently evaluated and its findings disseminated at local and national level.

#### **Making Tracks objectives**

The MtP will seek to achieve the following objectives to:

- Develop new tools and resources to enable YIACS to demonstrate more proactively and effectively the work of the agency and its contribution to the achievement of local and national targets, to GP and or PCT commissioners.
- Develop new resources to support GP practices and or PCT commissioning of YIACS providers.
- Develop and evaluate a model of good partnership working between GPs, PCTs and YIACS which improves services for young adults with complex needs.

#### **Making Tracks anticipated outcomes**

The MtP is intended to lead to the following outcomes:

- Better partnership working between GPs and voluntary and community youth sector providers.
- Increased awareness of young adults mental, emotional, psychological and social welfare needs in PCT and GP commissioning practices.
- Improvements in the social, mental and physical health of young adults with complex needs.

#### **Making Tracks funding and timescale**

This is a three year (2008 to 2011) project funded by the Department of Health.

<http://www.youthaccess.org.uk/news/new-youth-access-project-making-tracks.cfm>

## Conferences and seminars

If you would like to list event here please email [lwinters@ncb.org.uk](mailto:lwinters@ncb.org.uk) with details.

### **Staying Positive Workshops**

'Staying Positive' workshops are being launched throughout the country to give 12 to 18 year olds with long-term health conditions the support they need. The workshops have been introduced to ensure that teenagers have the skills to deal with their conditions in addition to the common issues that face young people in the UK.

The programme has been developed in consultation with young people. Staying Positive is the first programme designed specifically to support this age group. It is run by the Expert Patients Programme Community Interest Company (EPPCIC) and involves a series of three one-day workshops, delivered over a period of approximately three months. The aim is to help participants feel less isolated, help them develop skills and techniques to manage their illness, learn from others, talk about their problems and develop solutions.

Staying Positive will be visiting the regions to launch the programme and help people learn more about the benefits of the programme and how they can get involved. The first launch will take place at the Urbis Centre in Manchester on Friday 7th November between 1-3pm.

To register interest in attending the launch and for further information on this programme, contact: [catherine.mcmahon@eppcic.co.uk](mailto:catherine.mcmahon@eppcic.co.uk) Tel. 01225 731326  
<http://www.expertpatients.co.uk/public/default.aspx?load=ArticleViewer&ArticleId=541>

## Useful Organisations

### **BYC photo competition**

SnapShot 60 is an all new online photo-competition from the British Youth Council (BYC) for anyone 26 or under. It gives young people the chance to have a say and be heard across the UK. To enter, participants need to upload a photo onto [www.byc.org.uk](http://www.byc.org.uk) that shows BYC what **Inspires** or **Empowers** them or something they think young people should be **Campaigning** about. The competition runs from the start to the end of October. Selected winners will win prizes, such as an iPod and a large canvas print of their photo. Their work will also be exhibited across London with BYC. The winners will be announced at a parliamentary reception in December.

<http://www.byc.org.uk>

### **Supporting disabled students and staff in further and higher education**

JISC TechDis has joined forces with the Publishers Association to provide resources, which have the potential to transform the delivery of learning materials to disabled students and staff. One of the resources - **Publisher Lookup UK** - will enable education providers and publishers to source electronic formats of textbooks for students with disabilities more quickly and efficiently than existing processes allow. Publisher Lookup UK provides mechanisms for simplifying request, delivery and access processes between the education and research sectors and UK publishers. The site currently provides links to over 150 imprints and additional guidance on making PDFs accessible to users with a range of disabilities.

The second resource - **Guide to Obtaining Textbooks in Alternative Formats** - is designed to provide guidance to teaching, learner support and library staff or anyone who needs to provide text books in alternative formats for reading-impaired learners. Disability law protects disabled learners by requiring institutions to make adequate provision for disabled students, including the provision of alternative formats in a timely manner. People with a range of disabilities benefit from alternative formats and many learners with disabilities are struggling with traditional printed texts despite alternatives being available.

For further information please go to:

Publisher Lookup UK - [www.publisherlookup.org.uk](http://www.publisherlookup.org.uk)

Alternative formats guide - [www.techdis.ac.uk/getaltformat](http://www.techdis.ac.uk/getaltformat)

Contact: Philip Pothen (JISC) on 07887 564 006

### **Positive activities**

Sport England has announced a £36 million investment in 'Sport Unlimited' - a nationwide initiative to get more children and young people taking part in sports that interest them most outside of school. The fund is part of the £100 million extra funding for young people's sport announced by Prime Minister Gordon Brown last year. It is designed to offer all 5-16 year olds five hours of government funded sport a week, two in and three out of school, while all 16-19 year olds will be offered three hours of out of school sport a week.

<http://www.sportengland.org>

A Joseph Rowntree report on the potential role of museums in local regeneration, has found they are playing a part in social change, tackling a range of social issues, such as crime prevention. The report also found that museums are seen as central spaces of mutual understanding and cohesion where cultural identity can be developed.

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/2262.asp>

## **The National Charter of Rights for Disabled Children and Young People Handbook**

The National Charter of Rights for Disabled Children and Young People Handbook is an unique handbook written by Include Me TOO disabled children and young people and supported by UNICEF and NSPCC. It clearly identifies the 10 Standards of the Charter and how they fit within the Every Child Matters Agenda and the United Nations Convention on the Rights of the Child.

It is the first time that the RIGHTS of Disabled Children and Young People have been amplified and recorded. This handbook is an invaluable resource that ensures that these RIGHTS can be upheld, valued and supported by society and all agencies and individuals working with disabled children and young people.

It has been universally endorsed by:

- The Prime Minister of Great Britain
- Leaders of the Conservative Party & Liberal Democrat Party
- The Leader of the House of Lords
- The Childrens Commissioner for England

And many other National Disability, Children and Family National Organisations in the UK

Many practitioners and agencies have found these resources instrumental in promoting Equality and Inclusion in their settings and practice. To place an order you can forward the attached order form via post or email: [im2@includemetoo.org.uk](mailto:im2@includemetoo.org.uk).

<http://www.includemetoo.com>.

## **Healthcare For All: Report of the independent inquiry into access to healthcare for people with learning disabilities**

**Sir Jonathan Michael, July 2008**

The Inquiry, led by Sir Jonathan Michael, sought to identify the action needed to ensure adults and children with learning disabilities receive appropriate treatment in acute and primary healthcare in England. The establishment of the Inquiry followed the publication of Death by indifference by Mencap and the Disability Rights Commission's Formal Investigation into health inequalities experienced by people with learning disabilities and people with mental health problems.

### **Excerpt from the report on transitions:**

"People do not share information across boundaries. For example, excellent practice in education 'statementing' is lost once someone reaches 18. Either child services do not share information, or it fails be heard or read by adult services. This is also a problem for young people leaving residential care.

People with learning disabilities and their carers commonly find it difficult to negotiate transitions and/or the boundaries between:

- children's services and adult services
- primary and secondary care
- health and social care services
- general and specialised services
- home and independent or supported living
- school and work

Another transition concerns life-stage. The move into adulthood may be more complicated to negotiate for people with developmental delay.

It was suggested that at transition points a full handover with a review and notes should be undertaken.

Standards of care are not uniformly bad, or good. For example, one carer experienced an excellent quality of effective primary care. Yet her daughter received a very poor standard of care when she went into hospital. Another carer had the opposite experience.

Although the electronic health record may, in time, help to overcome some of these problems, there is little to stop professionals (other than unwillingness or ignorance about confidentiality) from sharing information.

Carers acknowledged it was difficult to find the right solution to effective care across boundaries and transitions. Not everyone is the same, so dedicated specialised provision would not always be the right answer even with unlimited resources. Above all, an individualised assessment of needs is the most important thing.”

To download a PDF of the report and its Easy Read version visit: <http://www.iahpld.org.uk/>

# Council for Disabled Children

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