

Personalised Learning & Long-term Living

Jo Waite
Manager of Personalised Learning



National Star

Realising the aspirations
of people with disabilities



PLC/ PLCT

- All students at college have a Personalised Learning Co-ordinator (PLC) and for some students the PLC is also their tutor (PLCT)
- The PLC and the PLCT will be your point of contact at college in regard to transition

Transition

- Transition for our students is an important part of our programme at National Star and begins at the assessment process
- Your young person's PLC(T) will collate information from the assessment process, EHCPs as well as student and parental aspirations. This information will be used to ensure transition goals are recorded and referred back to throughout a student's time at National Star.

Transition Support Team

The Transition Support Team provides support in terms of team building, policy, legislation and quality assurance. They also develop and deliver training/workshops for colleagues and contribute to curriculum development.

The team manages the transition information system and completes bespoke/specific transition research.

They have developed a comprehensive guide to transition to support students and their families/carers.



Angie Smith
Transition
Support
Team
Manager



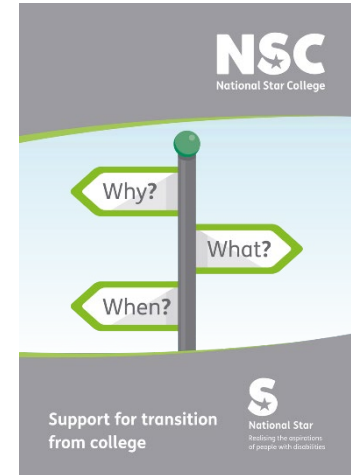
Mel Brzonkalik
Transition Support
Officer

Goals & Aspirations

- To support students the PLC(T) and the student's wider multi-disciplinary team will constantly monitor transition goals and aspirations. These are recorded and reported on during the baseline and annual reviews
- Students may change their minds and circumstances may change. For example, students may come to college with the plan of going back home to live, but they may decide after two years that living with peers might be preferable.
- PLC(T)s will support the learner voice within Planning for My Future sessions and work with parents so that everyone is working towards the same goal.

The Transition Support Team and the Personalised Learning Team have put together an information booklet for Transitions

The booklet is aimed to be an easy reference of steps that can be taken to support a successful transition to life after college. It gives some helpful advice and tips along with some useful websites including benefits, deputyship and lasting power of attorney information.



Timeline - Year 1

| | Autumn Term | Spring Term | Summer Term |
|----------------|---|--|--|
| Family / Carer | Family/Carers to consider deputyship if required. | Family/Carers to research local social clubs for the holidays that can support future friendships or occupation. | Family/Carers with social service support to look for summer activities in local area. |
| Learner | Students start Planning for My Future sessions including understanding Needs and Wants | Students to experience new interests through clubs and activities at college. | Student try new activities over the summer |
| National Star | <p>Introduction to student's PLC/T</p> <p>Baseline review completed. Aspirations confirmed.</p> <p>NSC Transition Event</p> | Transition Support Team to support research for local social clubs | <p>First year reviews.</p> <p>Confirmation that transition goals remain the same.</p> |

Timeline - Year 2

| | Autumn Term | Spring Term | Summer Term |
|----------------|---|--|--|
| Family / Carer | Family/Carers to research the home area's Local Offer to see what services are available. | Family/Carers to make contact their local authority's Social Services Department. | Family/Carers to liaise with local authority to understand and clarify their processes. |
| Learner | Students to explore interests for their future in Planning for My Future Sessions. | Students to revisit Needs, Wants and Aspirations in Planning For My Future Sessions. | Long- term living aspirations explored with students within Planning For My Future sessions. |
| National Star | NSC Transition Event | Annual Review – Confirm next steps of transition planning, | Bespoke transition research can be provided by the Transition Support Team |

Timeline - Final Year

| | Autumn Term | Spring Term | Summer Term |
|--------------|--|--|--|
| Family/Carer | <p>Family/Carers to ensure a named social worker has been allocated.</p> <p>Parents/Carers to work with Social Worker/ Health Care- Lead to explore options in home area.</p> <p>Family/Carers to visit potential new services</p> | <p>Family/Carers to shortlist with social worker preferred providers.</p> <p>Parents/Carers to ensure personal budget/care package is agreed with LA commissioners led by Social Worker</p> <p>Family/Carers to visit potential new services</p> | <p>Family/Carers to visit potential new services</p> |
| Learner | <p>Students confirm their Long- term living aspirations explored further Planning For My Future Sessions. Explore interests and occupation available in local areas.</p> | <p>Students continue with their Planning for My Future sessions.</p> | <p>Students to meet new provider</p> |

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|--|---|
| National Star | <p>PLC/T will support with facilitating visits and supporting documentation for any care needs assessments.</p> <p>Transition meetings with parents and LA arranged by PLC/T to discuss plans (before annual review).</p> <p>NSC Transition Event</p> <p>Bespoke transition research can be provided by the Transition Support Team.</p> | <p>Final Review</p> <p>NSC to support assessments completed by providers.</p> <p>Supporting documentation provided by NSC.</p> <p>Referrals made by therapy departments to local authorities or to social workers.</p> | <p>Care staff from future provider to work with NSC residential staff for shadowing and sharing information.</p> <p>Transition reports detailing all current support given to students.</p> |

Community Taster Week



Frequently Asked Questions

What is the difference between residential and supported living?

Do Local Authorities give options about what next?

Do I need deputyship or lasting power of attorney for my young person?

What are my person's rights and the local authority's responsibilities under the Care Act 2014?

- The PLC(T) will co-ordinate transition meetings and support parents with engagement from the Local Authority and Continuing Health Care (CHC) team. For example, this may be ensuring the student has a social worker or named CHC case manager so that planning the next stage is started early
- We will work with parents' social services, CHC case managers and providers to co-ordinate care assessment meetings and visits to potential placements where possible
- PLC(T) will make referrals to our transition team who can research potential living and occupation opportunities in areas identified
- If you as parents have any questions or queries, we will be able to support where we can or signpost to who can help

Thank you for listening

Meeting the care needs of autistic adults and similar disabilities in your county....

Bringing our most vulnerable closer to their families.

Parent led applications - to various counties presently in process for 26 counties across the UK plus Singapore, Abu Dhabi, Barbados and New Zealand. Presently over 200 sets of parents involved.

A proven model already exists...

Linden Farm, Surrey, overview:

- 5.5 acres
- Brainchild of parents
- Stakeholder board/experts in autism
- Former farm unit - 3 buildings & field
- Adjacent to Alfold village, Surrey, on one side. Open to fields on the other
- Provision designed for 10 profoundly autistic adults



Currently local authorities have little or no provision available but a growing problem ...

- They are often unable to identify residential care provision for the profoundly autistic in county.
- Many currently accommodated outside the county and away from families.
- It is costly to meet need outside the county. Ridiculously high figures of £230,00 - £400,000 pa
- This Proposal helps to avoid crisis, family breakdown and possible hospitalisation.

The long shadows over families:

- Uncertainty, stress and anxiety over the destiny of extremely vulnerable family members living far away. Travel distances and costs.
- Rights not being met – inequality of access to education, health and care.
- Justifiable fears for safety and wellbeing – lack of in-county provision leads to risks of poor oversight, potential abuse and wrongful detention under the Mental Health Act.
- Transitions between education and care are fraught with unnecessary risk often leading to individual and family crisis.
- Family break-ups and sibling impacts leading to knock-on mental health issues.

The Proposal

- Create capacity for 6-10 profoundly autistic (or similar disability) adults in single and multiple occupation flats in your county.
- As this is parent led, the parents need to create your proposal document for Social Services. 15-20 pages needs to spell out the problem and what should be done about it.
- Pen pictures of each YP. Plus The Need; What will be good about this new facility; facts about autism e.g. numbers living back at home after education finishes; and finances. The Simon Trust will help with this.
- Create a local public awareness campaign of the problem with press, TV and social media, to highlight the issue to Social Services and the local community. The in-trays of Social Services are already full with autistic young adults with nowhere to go, so no surprises there, but they are busy people.

- Identify several possible rural/edge of town sites with an existing building footprint and located close to transport links. Your local land agent is a good first point of contact. You need 2+ acres of land.
- Our main requirement was space. The 5 bed house on the outskirts of a large town is fine for more able people with autism. Our young people need space to let off steam.
- Visit your Social Services with your Proposal. Work with them and not against them
- You need to work closely with your Social Services to find cost savings with your Proposal.
- Ask Social Services if they have any plots of land themselves. They will have land banks for future schools etc. This will save a lot of time and money if they will allocate this space to your Proposal. Councils can help with planning permissions.

- Social Services may struggle with the construction and management of such 'homes for life'. Housing Associations may be the answer, but in all cases parents, HA's and Social Services must all work together to solve the problem.
- Social Services will tender for the Care Provider. You need to request that several parents are included in the selection process. The right Care Provider is essential for such a project. Choice Care in the South east have the resources and expertise for such a project.
- A Stakeholder Board is very useful to plan the construction and building details. Several representatives from Social Services, the architect, the landscape planner, several experts on autism and several parents. All working together to create something special and unique. A centre of excellence for autism or related disability provision.
- When the new 'home for life' is up and running, parental input is still vital. The Care Provider is there on a Supported Living basis and finding activities requires a close relationship between parents and the Care Provider.

- Setting up a charity. This is not that difficult and provides an opportunity to raise money for the 'nice to haves' that Social Services will not provide. The Simon Trust has donated in excess of £200,000 for various activities at Linden Farm.
- This new home needs a careful balance of activities in the local community and on-site activities. Driver shortages, bad weather, Covid etc can necessitate the need for more on-site activities than one would think.
- Local community. There will be misgivings from within the local community about autistic people coming to live in their community. Our YP can be noisy and one does not want to annoy - another reason for space and a semi-rural setting. It is so important for these young adults to be inclusive to what is going on. Church services, coffee mornings, open days etc. will help to win over the local community.

Vision:

Collaboration between local authority, charity and parents to provide **long term supported living, in-county and close to families, for extremely vulnerable autistic adults** saving West Sussex taxpayers money while eliminating serious health and care risks.



Opportunity

Use existing or purchased land to build specialist provision to reduce running costs overall.

Use an existing model developed by Surrey at Linden Farm to reduce risk and costs.

Enable profoundly autistic adults to live closer to families.

Share set-up costs with charities, trusts and interested parties.

Linden Farm provision

- 3 accommodation buildings and activity centre building located in existing footprint of farm buildings
- 3 person shared flat (lounge, kitchen, bedroom, bathroom)
- 2 person shared flat
- 5 individual flats
- 19 parking spaces
- Staff sleeping facilities in each building
- Each unit has direct access to secure outside space
- Activity centre includes sensory room
- Walking/cycling track in adjacent field



Finances

Out of county provision

Current costs per YP at £200 - £250k? pa

Cost to your county for 10 adults = £2-£2.5m? per annum

New build provision

Construction £4.5m?

Fit out £xx

Annual running costs/Maintenance £xx

Care costs £xx

Potential savings £xx

Capital costs covered in xx years.

- Housing benefit from central Government should cover the housing element
- Land donated? Councils have land banks or else lease land from a land owner at a peppercorn rent.
- Find a large local housing development and seek to use their resulting S106/CIL payment to pay for the construction costs. These are intended for social/community uses like new schools and filling potholes.
- The developer may also be persuaded to build the new supported living home – preferably away from the new housing development.

- Housing Associations may take over ownership and pay for the construction, take over management, repairs and sorting out housing benefit admin. They are more used to building for the elderly where space and single storey structures are not so important. They have to make a profit to survive. It is important to ensure the needs of space and a semi-rural setting are not watered down.
- Care companies – the larger ones do have property portfolios, but again they may need to have land made available free in order to make a profit.
- Linden Farm was originally designed with Horsham stone, which would last for ever. It ended up with Cross Laminated Timber for cost reasons – quick and easy to put up, but then one has maintenance issues.

- Charitable donations. To pay for the 'nice to haves' and perhaps the fit out costs. Shows a willingness to work with your Social Services. If you are serious, then set up a charity to raise sums of £2,000, £5,000, £10,000 or so, using a book called the Directory of Grant Making Trusts. Smaller amounts from local community events, may not need the charity.
- Living in the Community – Housing Design for adults with Autism, by Andrew Brand.