

Draft Workplan for the Transition Unit (16/11/05)

Objective	Activity	Timescale	Responsibility
1: Establish integrated, person-centred pathways for young people in transition	1.1 Tracking/Databases		
	• Create a combined database (Transition Tracking Database) of young people on all three lists (Connexions, SEN and CWD register) for those aged 14 – 25.	31/3/06	BS/CP
	• Sub categories to be included on Paris to help with identifying the need of young people.	31/1/ 06	PT
	• Identify a way of highlighting on the Transition Tracking Database when young people are in transition, who the key worker is and marking when cases need to be reviewed	31/3/06	PT/BS
	• Work with Penny Thomas and Angela Weller on developing the SCTPLD resource/budget database that ensures all young people who are likely to move in to the SCTPLD team are identified early in transition to enable key planning to take place.	31/3/06	PT/BS
	• Consult with teams of health, mental health and physical disabilities to identify a way of pre planning and tracking the young people who pass on to their teams/services. Look at replicating the SCTPLD model with these teams.	31/3/06	BS
	• Incorporate the database in to the Transition Protocols	31/3/06	BS
• Once the database is up and running, identify where young people are still being missed and review procedures, feeding back to teams where relevant.	1/6/06	BS/PT	

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1: Establish integrated, person-centred pathways for young people in transition	1.2 Person Centred Planning <ul style="list-style-type: none"> Ensure that procedures take in to account PCP. Work closely with Tom Alexander on encouraging all teams to adopt a PCP approach in their work with young people. Include this in the policies and procedures produced. Transition unit team to be PCP trained to enable them to be PCP facilitator 	31/3/06	BS/TA
	1.3 Care Pathways <ul style="list-style-type: none"> Develop improved pathways and protocols. Produce a flow chart incorporating developments agreed. 	1/6/06	BS/TA
	1.3 Care Pathways <ul style="list-style-type: none"> Develop improved pathways and protocols. Produce a flow chart incorporating developments agreed. 	31/12/05	BS/DA/MG/JR
2: Change and align attitudes, policies, procedures and practices in relevant agencies, including CWDT, CTPLD and Connexions	2.1 Identify good practice nationally <ul style="list-style-type: none"> Research good practice across the UK (eg. Surrey, North East) and identify good pieces of work around protocols and procedures 	31/12/05	BS
	2.2 Identify current practice in the three teams in LBS <ul style="list-style-type: none"> Attend team meetings to get to know team members, current practice and issues arising around transition Shadow team members involved in transition to observe current practice Ascertain current procedures that are working and procedures that are not working 	31/1/06	BS
	2.3 Consult other agencies supporting transition <ul style="list-style-type: none"> Meet with agencies supporting transition to get an insight in to their views of how transition is currently managed in Sutton 	31/1/06	BS

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	<p>2.4 Identify roles and responsibilities of key people involved in transition</p> <ul style="list-style-type: none"> • Look both at statutory and non statutory guidance • Write clear guidance on responsibilities of key teams and team members 	31/1/06	BS
	<p>2.5 develop new/improved procedures</p> <ul style="list-style-type: none"> • In consultation with the managers of the three teams, write new procedures 	31/2/06	BS
	<p>2.6 Identify best ways to disseminate protocols and procedures</p> <ul style="list-style-type: none"> • Consult managers and teams • Use the LBS intranet to launch new protocols • Plan and deliver a stakeholder event to launch new protocols 	31/5/06	BS/MG/DA/JR
	<p>2.7 Transition Unit Meetings</p> <ul style="list-style-type: none"> • Monthly team meetings to look at strategy and review work plan • Weekly development plan to work on the activities of the work plan. • 6 weekly Steering group meetings to discuss issues and look at resolution 	Ongoing	ALL
	<p>2.8 Culture change</p> <ul style="list-style-type: none"> • Identify issues and the differences in culture between the three teams. • Work closely with the three teams along with Skills for Care to look at resolution. 		

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	<ul style="list-style-type: none"> • Identify the best ways of influencing change eg. Stakeholder event, team building event for the Transition Unit team, share good practice, identify cross cultural activities to enable managers to influence teams • Hold a stakeholder event for managers in February to look at issues and resolution • Action the plans that come out of the stakeholder event • Workshops with teams <p>2.9</p>		
<p>3: Develop indicators to enable The Board of the Sutton Trust for Children and Young People and the Learning Disability Partnership Board to monitor improvements in outcomes</p>	<p>3.1 Develop indicators</p> <p>3.2 Consult and share indicators with The Board of the Sutton Trust for Children and Young People and the Learning Disability Partnership Board</p> <p>3.3 Report to The Board of the Sutton Trust for Children and Young People and the Learning Disability Partnership Board on current performance of the Transition Unit around the indicators</p> <p>3.4 Report to Transition Project Group</p> <p>3.5 Report to Transition Steering Group</p>		

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<p>4: Involve young people and their parents/carers in the planning, implementation and review of the project</p>	<p>4.1 Develop a questionnaire to ascertain the views of parents and young people on the transition process in Sutton</p> <p>4.2 Meet with parents on the parent partnership forum to gain an insight in to their experience and views of transition</p> <p>4.3 Meet with parents of young people going through or having just gone through transition to ascertain their views</p> <p>4.4 Meet with young people through Jigsaw4u young people’s forum to ascertain views on transition</p> <p>4.5 Invite parents and young people to comment on new protocols being developed</p> <p>4.6 Report to parents/carers on the progress of the Transition Unit at the Transition Project Group meeting and Transition Unit Steering Group</p> <p>4.7 ...</p>		

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5: Evaluate the change process and disseminate learning locally, as well as nationally via TOPPS England (Skills for Change)	5.1 Attendance at Skill for Change training workshops 5.2 Produce evaluation report at the end of the project 5.3		
6: Other	6.1 Develop an strategy on providing information to parents and young people on Transition within Sutton • Call a meeting of various agencies involved in supporting transition to develop a strategy, assigning responsibilities.	BS	Dec 06