Transition to adult social care from residential schools for young people with intellectual / developmental disabilities

Prof. Peter McGill, Dr. Nick Gore, Serena Brady, & Jessie Humphreys

University of Kent | Tizard Centre

Background

- Out of area residential placements for adults with intellectual / developmental disabilities (IDDs) have received scrutiny in recent years.
- Such placements may increase an individual's risk of mistreatment or abuse, and often present barriers to community inclusion.
- There is emerging evidence of a link between being placed out-of-area as an adult and previous placement in a residential school as a child, however little research has examined this link directly.

Aims

1. To examine the type and location of adult support settings where individuals who attended a residential school are placed.
2. To identify factors which may contribute to this placement being in- or out-of-area.

PHASE 1

Anonymised information collected from **residential schools** in England and **local authorities** in London and the South East about **young people who have left a residential school** within the last **3 years**. Including information on:

- The **characteristics** of the **young person**
- The **location** of the young person's **home**, **residential school**, and **adult placement**
- The **characteristics** of the young person's **adult placement**
- Any **subsequent placements** and **reasons** for placement changes.

PHASE 2

Interviews conducted with:

- 30 young people with IDD
- 30 family carers
- 30 residential school staff
- 30 local authority staff

Interviews will focus on:

- The **individual's experience of transition** / supporting young people to transition from a residential school
- **Factors that they felt influenced the decisions made**
- What might have **improved the process**.

Outcomes

- A clearer national picture of what happens when young people with IDDs leave residential schools, and their experiences of this process.
- A better understanding of the transition process, and good practice highlighted.
- Information gathered that can help to improve the support provided to young people and their families, and promote good outcomes at the point of transition.