Transition to adult social care from residential educational settings

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Disclaimer

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Overview

- The **"Transition to adult social care from residential educational settings"** project
  - Background
  - Aims
  - Methodology

- Initial **phase 1** results
  - Process of identifying residential educational settings
  - Overview of national provision of residential educational settings

- **Next steps**
  - Phase 2 interviews
  - Interview schedule review

Overview of the project
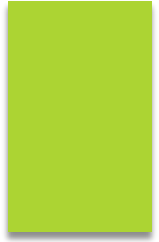
Project format

▶ Conducted by the Tizard Centre, University of Kent

▶ Funding by the National Institute of Health Research School for Social Care Research

▶ Began in January 2016, due to end in March 2018

▶ Project team

  ▶ Prof. Peter McGill – *project lead*

  ▶ Dr. Nick Gore – *co-investigator*

  ▶ Serena Tomlinson – *research assistant*

  ▶ Jessie Humphreys – *honorary researcher*

Background – out-of-area adult placements

- Out-of-area residential placements for adults with learning disabilities are receiving increasing scrutiny

  - National scandals

  - Link to a range of poor outcomes (e.g. Beadle-Brown et al., 2006; Barron et al., 2011; Deveau et al., 2015; Emerson & Robertson, 2008)

  - Policy emphasis on their reduction

- Reasons for use of out-of-area placements are varied, but the presence of *challenging behaviour* is often cited (Mansell, 2007; McGill et al., 2010; Perry et al., 2013), which is also cited as a key reason for seeking a residential school placement for young people

Background – residential educational placements

- Residential school placements are often located **out-of-area**

  - 230/600 children with ID, and 250/700 children with ASD at residential school were placed out-of-area in 2014 (Pinney, 2014) – likely to be an underestimation

- Increasing recognition that being placed in an out-of-area residential school is **linked to being placed out-of-area as an adult** (LGA & NHS England, 2014; McGill et al., 2010)

- Reasons for this unclear – perhaps due to **transition process?**

- **Existing research relating to transition** (e.g. Heslop & Abbott, 2007, 2008) reports **mixed experiences**, with many families reporting that the process was initiated late, involved variable support for the young person and their family, and was often **exacerbated by the distance** between the school and the young person's home area

- However, more research on transition from residential educational settings is needed (Gore et al., 2015), particularly in relation to the possible link with out-of-area adult placements

Aims

1 Identify the type and location of adult support settings where individuals who have transitioned from a residential educational setting are placed

2 Examine factors which may lead to a young person being placed in- or out-of-area following transition from a residential educational setting

Methodology – Phase 1

1. Identify all residential educational settings in England

2. Survey all residential schools & colleges in England
   - Collect brief, anonymous information on all young people with a learning disability or autism who transitioned after the age of 16 in last 3 years (for schools) or last 1 year (for colleges)
   - Collect brief information on the characteristics of the school / college itself, and any transition policies / guidance

3. Survey all local authorities in London and the South East of England
   - Collect brief, anonymous information on all young people who transitioned after the age of 16 from a residential school in the past 3 years or residential college in the past 1 year

Methodology – Phase 2

► Interviews with relevant stakeholders

30 young people	30 family carers	30 residential school / college staff	30 local authority staff

► Interviews to focus on experiences of the transition process and help identify factors related to subsequent placement being in or out of area

Initial phase 1 results

Identifying residential school / colleges in England

▶ Relevant settings:

> • Those that offer support to young people with a learning disability or autism over the age of 16
>
> • Provide residential services for students over the age of 16, either at the school itself or in an associated children's home, for at least:
>   • 30 weeks per year
>   • 4 nights per week

▶ Identifying these settings is not easy!

   ▶ No centralised list

   ▶ Varying accuracy and detail of existing lists

   ▶ Placements may be in settings not specifically for people with learning disabilities / autism

Identifying residential school / colleges in England

▶ A range of sources used:

1. Edubase and other **databases**

2. **School / college websites**, available **documents** (e.g. statements of purpose, prospectuses and inspection reports)

3. **Talking directly to staff** at the setting where possible
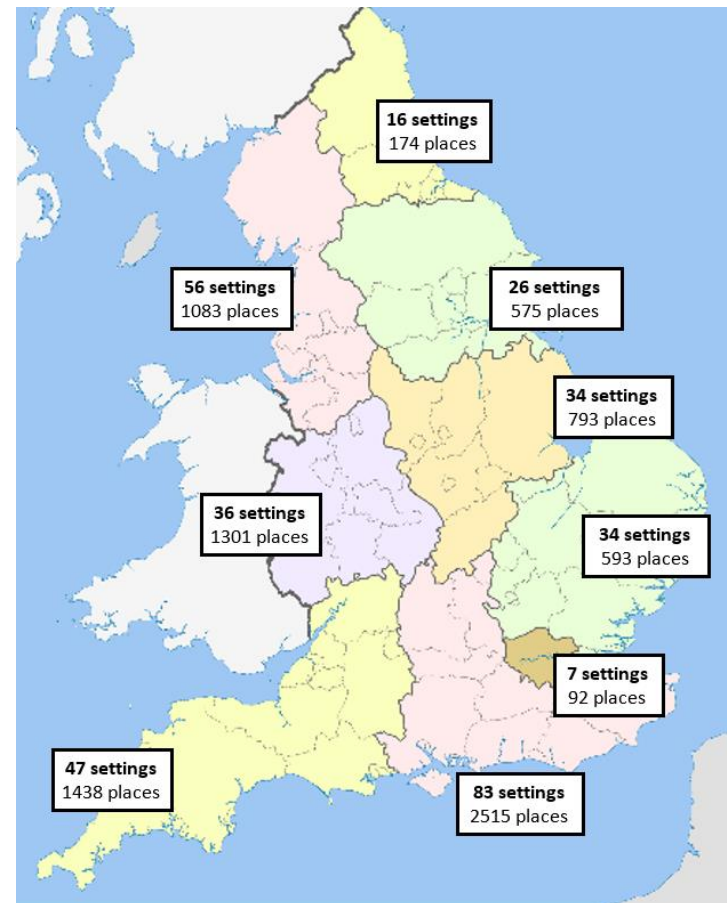
4. **Governing organisations**

▶ Resulted in an **electronic database** which is updated regularly

Information collected

- Contact details, including location

- Age range catered for

- SEN registered for, and self identified support categories

- Number of residential placements

- Number of day placements

- Type of residential placement

  - 52 week/termly

  - Full time (up to 7 nights), or part time (5 nights)

- Associated post 16 or college provision

- Governing organisation

Snapshot of national provision - location

- ➢ **339 settings** across England

- ➢ Concentrated in the **South and West of England**

16 settings
174 places

56 settings
1083 places

26 settings
575 places

34 settings
793 places

36 settings
1301 places

34 settings
593 places

7 settings
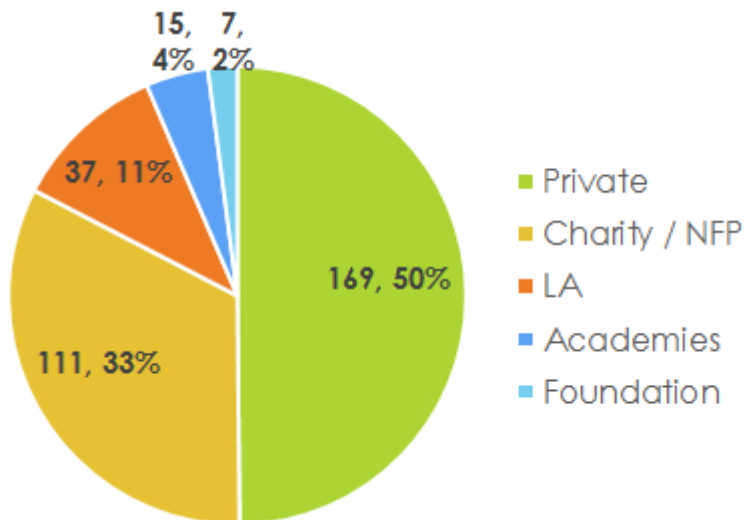92 places

47 settings
1438 places

83 settings
2515 places

Overview of national provision – characteristics of young people supported

- Full age range catered for *(pre school – 19+)*

- *58* offered *post 16 provision only*

- SEN categories registered for varied

  - *ASD & SEMH* most common

  - *152* settings registered for *multiple categories*

  - *128 not registered for learning disabilities / autism*
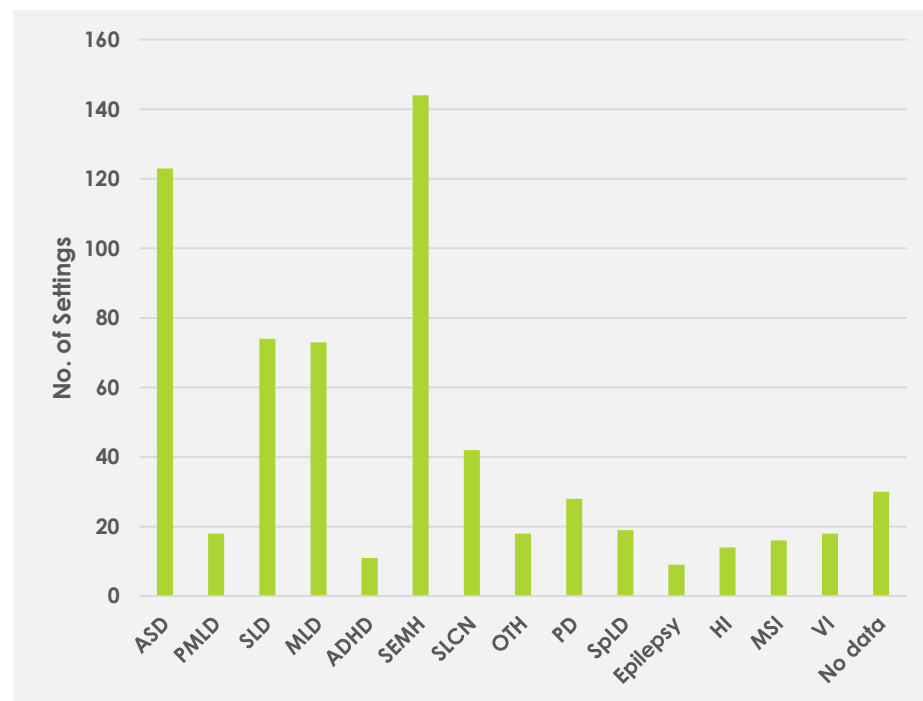
Snapshot of national provision – characteristics of settings

➢ At least *8564 placements in total*

➢ Average number of placements per setting = *28 (range 1-244)*

➢ Residential type most commonly *full time for up to 52 weeks*

➢ Settings most often *privately owned, or owned by charitable bodies*

Pie chart data:
- 169, 50% — Private
- 111, 33% — Charity / NFP
- 37, 11% — LA
- 15, 4% — Academies
- 7, 2% — Foundation

	7 nights per week	5 nights per week
52 week	208 (4316)	2 (28)
Termly	25 (1158)	69 (1933)

The Characteristics of Residential Educational Settings in England for Young People with Intellectual or Developmental Disabilities

Serena Tomlinson (s.tomlinson@kent.ac.uk), Jessie Humphreys, Peter McGill, Nick Gore

Background

- Many young people with intellectual / developmental disabilities (IDD) attend residential schools or colleges, on either a termly or 52 week basis.
- Previous research has focused on the use of residential educational placements (e.g. Gore et al., 2015), or the characteristics of young people placed in them (e.g. Pilling et al., 2007), however little is known about the characteristics of the settings themselves.
- The current data provide an overview of national provision and information on the characteristics of settings providing residential educational placements for young people with IDD in England.

Methodology

- Data were collected as part of a larger study relating to transition from a residential educational setting.
- Threefold search strategy used to identify settings: lists from previous research; online directories, e.g. Edubase, NATSPEC; and checking whether governing organisations run more than one setting.
- Websites, key documents, and liaison with the setting were used to collect and verify information.
- Settings were included if they (or an associated children's home) offered residential placements to young people aged 16+ with IDD for at least 4 nights per week and 30 weeks per year.

Results

- 339 settings were identified, 58 of these offering post 16 provision only.
- Most settings were located in the South and West of England (see map).
- There were approximately 8564 residential educational placements available for young people with learning disabilities or autism in England. Data were not available on number of residential places for 28 settings. The average number of residential places per setting was 28 (range 1-244).
- Settings were registered to support young people with a range of SEN categories (see graph), and 152 settings were registered for multiple SEN categories. Data were not available on the SEN categories for 30 settings. 128 settings offered support to young people with learning disabilities or autism but were not registered specifically for these SEN categories. In these instances, settings were often registered for Social Emotional and Mental Health Needs, physical or sensory impairments, or specific learning difficulties.
- The majority of settings offered residential placements for up to 52 weeks a year (n=211), with most of these being up to full time (i.e. 7 nights per week, n=208). In some cases data were not available on whether settings offered full or part time placements (n=28), or whether these were for 52 weeks or term time only (n=16).
- The governance arrangements of settings varied – 37 were maintained by local authorities, 169 were governed by private organisations, 111 by charitable or not for profit organisations, 15 were academies and 7 were foundation schools.
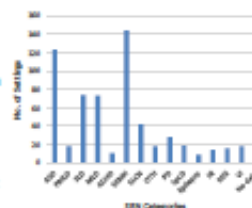
Conclusions

- The current data provide an overview of national residential educational provision for young people with IDD, the extent of which was previously unknown. A high number of potential placements were identified, many of which were up to full time 52 week placements in moderately sized settings.
- Whilst these data provide information on the national capacity for such placements, they cannot provide information about how many young people are placed in such settings. Additional research could usefully explore the extent to which these placements are filled, the quality of placements, and their relation to outcomes for young people after they leave the setting.

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Phase 1 - Questionnaires

- Phase 1 recruitment underway. So far:
  - 62 residential educational settings (18.3% of sample)
  - 5 local authorities
  - 314 young person questionnaires, 33 setting questionnaires

- Recruitment challenges
  - Volume
  - Capacity issues and other concerns
  - Variability in sector

Next Steps – Phase 2

Methodology – Phase 2

▶ Interviews with relevant stakeholders

30 young people*

30 family carers*

30 residential school / college staff**

30 local authority staff**

▶ Interviews to focus on experiences of the transition process and help identify factors related to subsequent placement being in or out of area

*Transition within the past year

**Experience of supporting more than 1 transition in the past year

Interview Methodology

- Interviews expected to last *30-60 minutes*, in format of participant's choice (e.g. convenient location, over the telephone/skype)

- *Semi structured* – interviewer guided by questions but with flexibility to expand on participant responses

- Asking interviewees to focus on:

  - **Their own transition (for young people)**

  - **Supporting their relative's transition (for family carers)**

  - **An anonymous example of a typical transition that they have been involved in supporting (for residential school/college or LA staff)**

- Draft interview schedules developed in consultation with advisory group – due to be formalised into a list of questions

Task in groups

▶ ***Review the draft interview schedule for family carers***

1. Are there important areas missing? Are there other questions we should be asking?

2. Thoughts about the interview process & methodology (e.g. number of areas to cover, focus and wording etc.)

Thank you!

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Please get in touch if you'd like more information or are interested in taking part in either phase of the project.