

# Unit 21: Understand Support for Young People with Complex Disabilities or Conditions Making the Transition into Adulthood

**Unit reference number:** L/506/8501

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 24

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## Unit summary

In this unit, you will develop your knowledge and understanding of how to support young people with complex disabilities or conditions through the transition from childhood to adulthood, recognising the difficulties that the young person and their family face.

You will understand the changes involved in moving from childhood to adulthood, including physical, social and emotional changes, how culture can impact on this process, analysing how theories about change apply for a young person moving into adulthood.

## Additional information

**Culture:** the ideas, customs and social behaviours of a particular society or community.

**Complex disabilities and conditions** may include (but are not confined to) profound and multiple learning difficulty, severe learning difficulty, physical impairment, multi-sensory impairment.

**Families** may also include others significant to the young person such as guardians, carers, friends, partners etc.

**Legislation and local and national practice guidelines** – current and up-to-date legislation and local and national practice guidelines around supporting a young person with a disability to move from childhood into adulthood.

**Key agencies and professionals** – may include agencies offering support with personal budgets, careers advice, housing, advocates, education, benefits, occupational therapists, Citizens Advice Bureaux etc.

**Options for their future** – could include, for example, accommodation, support services, paid or voluntary work, continued education and development, relationships and social needs.

**Person-centred thinking** uses a range of practical tools that form the basis of person-centred planning. The tools help focus on the person, their gifts and skills, what is important to them, and what makes really good support for them.

**Resources** may include personal budgets, conventional services, and support of family and friends.

**Person centred approaches** – includes person-centred transition planning.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the changes involved in moving from childhood into adulthood</p>	<p>1.1 Summarise the physical, social and emotional changes which occur for young people as they move into adulthood</p> <p>1.2 Describe changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood</p> <p>1.3 Explain how <b>culture</b> can impact on the process of moving from childhood into adulthood</p> <p>1.4 Analyse how theories about change apply for a young person moving into adulthood</p>
<p>2 Understand how having a complex disability or condition can affect the transition into adulthood</p>	<p>2.1 Describe examples of how the transition into adulthood can affect young people with <b>complex disabilities or conditions</b> and their <b>families</b></p> <p>2.2 Analyse challenges that young people with complex disabilities or conditions can have in coping with change</p>
<p>3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood</p>	<p>3.1 Describe the legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life</p> <p>3.2 Explain how <b>legislation and local and national practice guidelines</b> affect transition planning for young people with complex disabilities or conditions</p> <p>3.3 Explain how rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life</p>

Learning outcomes	Assessment criteria
<p>4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood</p>	<p>4.1 Explain factors to consider when planning support for the transition into adulthood</p> <p>4.2 Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood</p> <p>4.3 Describe methods and approaches that can help support young people with complex disabilities or conditions to cope with change</p> <p>4.4 Explain how personal budgets can be used with young people in transition to adulthood and adult services</p> <p>4.5 Explain the role of <b>key agencies and professionals</b> likely to be involved in the transition process</p> <p>4.6 Outline areas of tension and conflict that may arise during the transition to adulthood or adult services</p> <p>4.7 Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services</p>

Learning outcomes	Assessment criteria
<p>5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk</p>	<p>5.1 Describe attitudes and approaches that support young people to explore <b>options for their future</b></p> <p>5.2 Analyse how <b>person-centred thinking</b> supports young people</p> <ul style="list-style-type: none"> <li>• to identify their needs and aspirations</li> <li>• to develop a plan of support for the transition process</li> </ul> <p>5.3 Explain how and why the role of families in supporting the transition process can vary</p> <p>5.4 Identify ways to <b>access resources</b> to meet needs</p> <p>5.5 Explain how risk management processes support young people making the transition into adulthood</p> <p>5.6 Describe how the experiences of young people during transition can be recorded in ways accessible to them</p>
<p>6 Understand how to use reflection to learn from the transition process</p>	<p>6.1 Explain why it is important for practitioners to reflect on</p> <ul style="list-style-type: none"> <li>• support provided during the transition process</li> <li>• young people’s experience of the transition process</li> </ul> <p>6.2 Describe <b>how person-centred approaches</b> are used with young people to review their transition plans at agreed points</p> <p>6.3 Explain how young people’s records of their experiences during transition can be used to plan for their future support</p>

## Unit amplification

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### **1 Understand the changes involved in moving from childhood into adulthood**

*The physical, social and emotional changes that occur for young people as they move into adulthood:* 14–25 years physical maturity, e.g. puberty; sexual maturity; communication; intellectual/cognitive, e.g. object permanence; use of symbols; development of abstract concepts and thinking skills; social development, e.g. social interaction; cooperation with others; development of friendships; peer groups; emotional and behavioural development, e.g. attachment; multiple attachments; self-concept; self-esteem; confidence; personal identity; moral development; physical impact, e.g. growth spurts; losing or gaining weight; behavioural impact, e.g. anxiety; bed-wetting; withdrawal; moodiness; using illegal substances; attitudinal impact, e.g. being rude; losing interest; reluctance to join in; difficulty in building relationships and emotional and social development; lack of trust; loss of self-esteem; understanding that transition can have positive effects, e.g. increase in interest; development of self-identity; eagerness to learn

*Changes in relation to freedoms, rights and responsibilities for young people as they move into adulthood:* legally; politically; socially; sexually; financially; economically; leaving school; independent living; adult consumerism

*How culture can impact on the process of moving from childhood to adulthood:* based on tradition; culture; superstition and religion; female gender mutilation (FGM); child marriage; denial of education for girls; child imprisonment; segregation of young people with disabilities

*How theories about change apply for a young person moving into adulthood:* disability studies; approaches to childhood to adulthood; adolescence; biological; psychological; maturation; attachment; Bowlby; Erickson; Piaget

### **2 Understand how having a complex disability or condition can affect the transition into adulthood**

*Describe examples of how the transition into adulthood can affect young people with complex disabilities or conditions and their families:* severe behavioural difficulties; social, physiological and physical health issues; additional stress and anxiety for young people and their families; financial implications; geographical difficulties; social exclusion; loneliness and isolation

*Analyse challenges that young people with complex disabilities or conditions can have in coping with change:* the young person not staying on at the residential school after school leaving age; healthcare transitions; sharing of health information; the transitions involve transferring to new and unfamiliar settings; funding issues; destinations on leaving authority residential schools; institutionalisation and difficulties transferring independence skills; complete loss of social networks; the amount and extent of change

### **3 Understand legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood**

*Describe legislation that affects the right of young people with complex disabilities or conditions to make decisions about their life:* statutory and legal framework; relevant to own home county e.g. Children Act 1989; Children Act 2004; Care Matters 2006; Working Together to Safeguard Children 1999; A better education for children in care, Social Exclusion Unit Report (2003); Education Act 1996; Leaving Care Act 2000; Adoption and Children Act 2002; United Nations Convention on the Rights of the Child 1989; Care Standards Act 2000; Human Rights Act 1998; Data Protection Act 1998; Mental Capacity Act 2005; Disabled Persons (Services, Consultation and Representation) Act 1986

*Explain how legislation and local and national practice guidelines affect transition planning for young people with complex disabilities or conditions:* Equality Act 2010; special educational needs (SEN) transition planning; SEND Code of Practice; Chronically Sick and Disabled Persons Act 1970; transition development plan; multi-agency transition group; transition team; health and social care involvement; valuing people

*How rights regarding equality and diversity support young people with complex disabilities or conditions in making choices about their adult life:* United Nations Convention on the Rights of the Child 1989; Care Councils, e.g. General Social Care Council (GSCC); code of practice; encouraging explanation for choices; offering realistic alternatives; mediating; diffusing arguments; negotiating; showing diplomacy and understanding; signposting to relevant support and information for all parties

### **4 Understand support methods and systems for young people with complex disabilities or conditions making the transition into adulthood**

*Factors to consider when planning support for the transition into adulthood:* health – mental, physical; social, emotional and psychological development; family support networks; community support networks; finance; communication; education; employment; living environment; support into independence; short-, medium- and long-term diagnosis on complex disability or condition

*Describe types of support that young people with complex disabilities or conditions may need during the transition into adulthood:* person-centred planning; circles of support; emotional support, e.g. connecting with community networks; links with employers; health support – appointments, medication, resources etc.; financial, e.g. benefits and allowances

*Methods and approaches that can help support young people with complex disabilities or conditions to cope with change:* person-centred approach; raise aspirations; inclusion; multi-agency planning; collaborative working across agencies; positive relationship with young people and families

*How personal budgets can be used with young people in transition to adulthood and adult services:* local authority information pack reflecting specific resources available in the area; accommodation; financial assistance to help young person to set up; statutory bursary for education; student loans; home budgeting; weekly shop or items of bigger expenditure; debt management

*The role of key agencies and professionals likely to be involved in the transition process:* SEN nurses and doctors; Connexions service; key worker; counsellors; education welfare officer; youth offending team; residential care staff; Department for Education; National Health Service; children's services; Children's Trust; extended schools; leaving care team; local authority housing services; preventative and family support services; NSPCC; Children in Need

*Outline areas of tension and conflict that may arise during the transition to adulthood or adult services:* relationships; access to services; healthcare; social opportunities; family support; exposure to risk; finances; employment; lack of understanding of roles and responsibilities; different professional values and ethos; different priorities; poor communication between professionals; exclusion of young person and family's views and opinions

*Describe strategies for addressing tensions and conflicts that may arise during the transition to adulthood or adult services:* ways of overcoming conflict and tensions, e.g. include joint training activities, joint team meetings, team building activities, information sharing as appropriate

## **5 Understand how to support young people with complex disabilities or conditions during the transition into adulthood whilst managing risk**

*Describe attitudes and approaches that support young people to explore options for their future:* multi-agency and integrated working in delivering better outcomes for children and young people; teams need to work proactively together for the best outcomes for the child, young person and family; integrated working; government policies for children and young people in the relevant home nation; sharing of skills, information and best practice; child-centred or young person-centred approach

*Analyse how person-centred thinking supports young people to identify needs and aspirations and to develop a plan of support for the transition process;* identify significant changes in day-to-day life; scheduled day activities; levels of choice; contact with family; contact with friends; community involvement; involvement of professional services, e.g. health, education, social services, care services; health and education action planning

*How and why the role of families in supporting the transition process can vary:* parental difficulties; parental illness – physical, mental health; relationship issues; attachment disorder; financial situation; suitability of home environment; positive or negative approach; mobility resources

*Ways to access resources to meet needs:* setting's policy and procedure; research local networks and agencies; local authority guides and resources; local and national websites; charity support groups; GP; school nurse; social services; Connexions; lead professional; referrals

*How risk management processes support young people making the transition into adulthood:* how to equip children or young people to feel safe and to manage risks; support children and young people to assess risks; help children and young people develop skills to minimise risks; provide information about ways for children and young people to feel safe and protect themselves

*How the experiences of young people during transition can be recorded in ways accessible to them:* maintain secure recording and storage systems for information as required by legislation applicable to home country and policies of the setting; how information is gathered, stored and shared; data protection requirements, e.g. Data Protection Act 1998; Privacy and Electronic Communications Regulations; organisational systems and procedures; roles and responsibilities for contributing to and maintaining record keeping systems; policy for storing records; security and confidentiality; accessibility to information, e.g. limited access to computer storage systems; protection of identity, if appropriate

## **6 Understand how to use reflection to learn from the transition process**

*Why it is important for practitioners to reflect on support provided during the transition process and young people's experience of the transition process:* personal development; critical reflection; improve practice; better prepared; identify positive and negatives; improve performance

*How **person centred approaches** are used with young people to review their transition plans at agreed points:* choice and control; engagement; communication; access to universal services; individual services; maximum level of independence; care planning; supporting others e.g. family; friends; advocates; other professionals

*Explain how young people's records of their experiences during transition can be used to plan for their future support:* informed practice; inform others how to support child or young person in future transitions; inform new approaches; preferences or dislikes; respect to partnership working; what needs to be changed

## Information for tutors

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### Suggested resources

#### Books

Burnes C – *Disabled Children Living Away from Home in Foster Care and Residential Settings* (Mac Keith Press, 2009) ISBN 9781898683582

Connors C, Stalker K – *The Views and Experiences of Disabled Children and Their Siblings: A positive outlook* (Jessica Kingsley Publishers, 2002) ISBN 9781843101277

Fulcher L et al – *Residential Child Care in Practice: Making a Difference* (Policy Press, 2013) ISBN 9781847423108

Walker G – *Working Together for Children: A Critical Introduction to Multi-Agency Working* (Bloomsbury 3PL, 2008) ISBN 9780826498175

Wilks T – *Advocacy and Social Work Practice* (Open University Press, 2012) ISBN 9780335243037

#### Websites

[councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk) – umbrella body for the children with disability sector in England, provides a wide variety of resources

[www.gov.uk](http://www.gov.uk) – the government services and information website, provides various guidance documents, including a framework of outcomes for young people and information from the Department for Education, and information on special educational needs and disability (SEND)

#### Assessment

This unit is internally assessed. To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit needs to be assessed in line with the Skills for Care & Development QCF Assessment Principles, in *Annexe A*.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

For learning outcome 1, learners need to show knowledge and understanding of complex disabilities and conditions and the changes involved in moving from childhood to adulthood. Professional discussion or reflective account would be suitable methods of assessment here to evidence learner understanding. Use of reflective practice would consolidate understanding and support the learner in linking knowledge to performance and good practice.

For learning outcome 2, learners are required to describe and analyse how the transition from childhood to adulthood can affect a young person and to analyse the challenges they face. Evidence should meet the depth required in recording the results of research for both ACs 2.1 and 2.2. Use of a table, assignment, reflection, professional discussion or question and answers would support the recording of evidence.

Professional discussion, question and answer or assignment could be used as evidence of learners' understanding of legislation, regulation and rights relating to young people with complex disabilities or conditions making the transition into adulthood, for learning outcome 3. Work products from the workplace, if applicable, could also provide evidence for AC 3.2, as examples of how legislation and local and national practice guidelines affect transition planning.

For learning outcomes 4 and 5, learners are required to demonstrate knowledge and understanding of support methods and systems for young people with complex disabilities or conditions making the transition into adulthood and of how to support these young people while managing risk. Professional discussion, written statements or question and answer could be used to provide evidence for this learning outcome. Reflective practice would also consolidate understanding.

A reflective account or professional discussion could be used to provide evidence for learning outcome 6. Work products could also provide evidence, for example, in AC 6.3, anonymised records of young people's experiences during transition and how they were used to plan for their future support.