



Transition

Case Studies: Experiences and insights

The transition work supports young people as they move into adult social care, helping them plan for adulthood and identify purposeful activities that suit their interests and needs. The service makes sure young people have the right support in place to access opportunities in their local community, promoting continuity of care as they move between services. This leads to a smoother and more confident transition into adulthood, where young people gain greater independence and the support needed to live fulfilling lives.

During the year, we conducted semi-structured interviews with people associated with the project and thematically analysed the responses to summarise people's experiences and the impact of the service.

Reassurance, trust and feeling supported

- **Reassurance for families:** Families report feeling less anxious after events and planning sessions where they can hear what is available and ask questions. They leave with clearer information about services and activities their young person can engage with.
- **Trust in professionals and the process:** Over time, families build trust with key workers, travel trainers and adult services. This makes them more confident that the transition is being managed carefully and that plans are moving forward.
- **Feeling listened to and understood:** Families value having space to talk about their worries and seeing those concerns turned into concrete actions, such as follow up from social services or tailored planning.

"The family are really pleased with the results so far."

"It alleviated the parents' anxiety and ensured a suitable programme of activities were identified which X enjoys."

Building confidence, independence and daily living skills

- **Growing confidence to travel and get out and about:** Travel training helps young people learn how to use buses, walk routes safely and know what to do if something goes wrong. This leads to greater confidence and independence in their local area.
- **Developing daily living skills:** Young people are supported to practise everyday tasks and routines, so that going out independently or managing activities becomes more manageable than it was in the past.
- **Pride and sense of achievement:** As confidence grows, young people feel proud of what they can do on their own, which has a positive effect on mood and self esteem.

"He now goes out independently in his local neighbourhood and was proud to tell me how he does this safely by following the rules of the road."

"This work has hugely increased X's confidence which has helped his mood and has given him a sense of making progress around independence."

Clear information and tailored planning

- **Accessible information about adult services:** Information events and stalls give families a chance to hear directly about adult services, ask questions and pick up details about specific options that may be relevant to them.
- **Personalised timetables and activities:** Support planners use taster sessions and holiday activities to build a timetable that fits each young person's interests and needs before they leave college, so there are plans in place in their local community.
- **Building confidence in "what happens next":** When families know that there are activities arranged, that housing options are being explored and that next steps are clear, they feel more confident about the transition period.

"X has a finalised timetable of activities to take part in when he gets back from college."

"This has been a success in terms of developing a sound transition plan in his local community through activities he will enjoy."

Working together across services

- **Joint planning between teams:** Children's services, adult social care, health, supported living teams and support planners work together, sharing information and planning roles so families do not have to repeat their story to each service.
- **Early planning and preparation:** Work starts well before the young person finishes college, with visits, taster activities and planning meetings arranged so that the transition feels gradual rather than sudden.
- **Family engagement in decisions:** Families are involved in visits to supported living properties, discussions about funding and opportunities, and decisions about what support will look like.

"The supported living team have facilitated visits to properties for the parents, so they can understand the types of accommodation available."

"Taster sessions and possible activities were set up over the Easter holidays, which enabled the support planner to finalise his timetable well in advance of his return home."

Challenges and what we are learning

- **Supporting anxiety and mental health during change:** Transitions can be stressful and can increase anxiety for young people, particularly when they find change difficult or have had previous mental health crises.
- **Language and accessibility:** There are gaps in Welsh language provision for some groups and practical challenges around where events are held, who hears about them and how the day is organised.
- **Complex situations and eligibility decisions:** Out of area placements, funding rules for extra college years and overlapping responsibilities between services can make some transitions more complicated and require additional support.

"We were not able to provide any Welsh language presentations on the day, however a Welsh speaking member of staff was able to talk with parents in Welsh."

"It was more difficult to organise a transition due to X being at a residential college outside of Cardiff, however the amount of time given for planning helped the workers to overcome this."