



Transitions Solutions Project 2005 – June 2008

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Transition from child to adult provision for a young person with autistic spectrum disorder can often be very traumatic and fraught with problems for both them and their family.

Previous research conducted at Sunfield has demonstrated the need for a more co-ordinated approach. In many cases student adult placements had broken down or had failed within six months of them leaving Sunfield. “The major factor was lack of consistency of approach and failure to use prior information about the child” (Smart 2004).

The aim of this project is to address the need for continuity of approach between school and the adult placement by sharing experience, expertise and approaches. It is hoped that research will show how we (Sunfield) can improve our practice to support the students and their families. The project is for a three year period and ends June 08,

What we have learned so far ...

- We know that success **can** be achieved when the transition period is well organised co-ordinated and student led.
- That success can depend on how much time the new provider is willing to spend getting to know the student before he/she leaves Sunfield.
- That there is an understanding of the students need for structure and routine and how this can be replicated and support the student once he/she leaves Sunfield. (Preferably using TEACCH approach)
- That all information received from Sunfield is accepted by the new provider and that information is disseminated to the new staff team.
- We have also found that it is essential that the new staff team are trained in Autism and that they are able to deal with the sometimes difficult complexities of ASD

- Sunfield students often do not fit into existing services and may need a specialised provision, a service may need to be developed to meet their developmental and complex needs
- We need co-ordinated support during the transition period using a multi-agency approach.

The staff and families are included at every level from the first review at 16 when transition is first discussed to the day the student leaves at 19. They now have a high expectation of the quality of service they want (and had previously thought impossible). They have expectations for their young person to have the same or similar service they already receive at Sunfield.