Transition planning is supposed to begin in Year 9, but this often doesn't happen - and even when it does begin early, housing is not always part of the conversation

The local authority arranges for them to live in an out-of-area placement with other people with a learning disability - the only place they could find at short notice

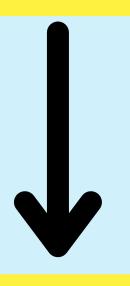
Because no assessment was done, the local authority can't be sure that the placement will meet the person's needs, or that they will get on with other people living there

Because they are non-verbal, the support workers haven't had a chance to get to know them, and family are too far away to visit regularly and help explain how they communicate, the support workers don't understand what they are trying to communicate

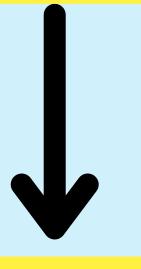
# **One Person's Housing Journey**

This is a composite example, based on real experiences of real people

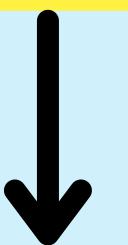
A young person with a severe learning disability, who is non-verbal, attends a residential school which supports young people up until they are 18



Adult services aren't made aware of them until 2 weeks before their 18th birthday



Because of the delays in starting transition planning, there haven't been assessment's of their needs or a chance to strategically plan housing - so there isn't planning for where the person will live as an adult, and what they need in terms of housing



Moving into this new place is rushed, rather than as part of a smooth, planned transition

> It's hard for the person's family to visit them, or for them to see their friends

The person tries to communicate that the placement doesn't meet their needs and that they don't get on with the other people living there

> Because they display behaviours that challenge, this lack of understanding results in the property being damaged

> > There were multiple failures of the 'system', and at each of these points, different things could have been done better. By the time the person finally got a suitable house, they had spent years in different places and experienced trauma as a result of their experiences.

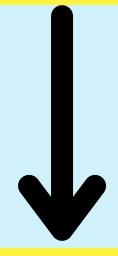




28 days-notice is the statutory minimum for most tenancies held by people with a learning disability - this is not enough notice to be able to a) find a suitable tenancy and b) plan a smooth transition for the person

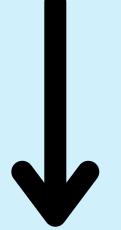
**Emergency accommodation is not available and** the local authority can't find a tenancy that meets the person's needs - they are admitted to an inpatient unit as a last resort

The person is detained under the Mental Health Act as a result of their challenging behaviour – which is, under the current act, something that you can be detained for if you have a learning disability even if you don't have a mental health condition



## The person spends multiple years in a unit, and experiences trauma

The new environment within the inpatient unit, along with being away from the places and people that they know, causes the person to become more upset and for behaviours that challenge to increase - so they are restrained and placed in long-term segregation



Because of the trauma of the inpatient unit, and the length of time they are there, it is agreed that they need 5-to-1 support to be discharged

They also need a house that is much more specialised to support them with the increased behaviours that challenge

## Issues accessing funding for a specialist house delays discharge for 18 months, and adaptations take another 6 months

The house that this person now needs has to be able to fit them and at least 5 others at all times so it needs to be larger and have plenty of room for cars to park

Significant adaptations need to be made so that the person can be supported with behaviours that challenge

The house that is needed now is therefore more expensive than the house that they would have needed before admission



When transition planning starts, on time, in Year 9, housing is actively involved

Funding can be accessed, making it possible to develop housing that meets the person's needs

Because their home meets their needs and they are well-supported by people who know them and how they communicate, the root causes of any behaviours that challenge are identified and addressed

## What would have made that housing journey better?

If they are admitted to an inpatient unit, planning begins immediately to make sure that housing will be ready for when they are discharged, so there are no delays

The person and their family are involved in thinking about what is needed, and this is planned for strategically

There is a smooth transition, over a few months, to help the person move from their residential school to their new home successfully

There is a plan for what will happen if a tenancy is withdrawn or the house becomes temporarily unsafe, and there is local emergency accommodation available if needed

