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Transitions in Life:

- into education
- different stages of education
- education to work
- moving home
- ageing
Many people with disabilities need additional supports:

• Early intervention services to start them on the journey in life
• Supports to get the best from early childhood education
• Supports to thrive and learn in school
• Supports to get and retain a job
• Supports to live independently, or to transition from living in an institution
• Supports to engage in and be a part of the mainstream community
• Supports to cope with the adversities of life
Successful transitions:

- ensuring that all the different parts of the support network on which people with disabilities depend join up,
- that there is a continuity of support as people transition
- changing the focus of services from the provider model to becoming genuinely person-centred.
• joined-up whole of government approach
• joining up the family piece, the community piece and the state-funded piece.
Achieving effective transitions through joined-up working by, for example:

- Improving how we gather, value and share information.
- Making links between service areas earlier to support a seamless transition at key stages of life.
- Planning for work from earliest stage.
Barriers to successful transitions:

• Negative attitudes and lack of awareness, low expectations and paternalism.

• How mainstream policies and services or funding systems are planned, designed and delivered

• Continuing traditional ways of doing business leading to segregation and very structured formal support systems.

• Inaccessible environments
New Policy Directions will work best if transitions are effective:

• National Disability Strategy – joined-up working across Government Depts. and agencies with an implementation focus

• New Policy Directions in HSE funded supports
  – Value for Money and Disability Policy Review
  – Congregated Settings
  – New Directions
  – Progressing Services for Children aged 0 – 18 years.
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- Advisory body to the Government, has been bringing research, information and guidance to inform these new policies and their implementation where the individual is central.
  - Transitions in education, e.g. pre-school and transfer of valuable learning to primary school system.
  - Transitions to employment and through stages of working life – the Comprehensive employment strategy
  - Through the lifecycle as individuals change living arrangements – housing strategy and design of lifetime homes.
  - Life changes and supports that enable to stay in own home as long as possible
  - Transition to new models of support and funding systems - resource allocation, commissioning, quality and best outcomes.
From Standalone Structures – Networked, Integrated, Quality Environments and Services
Conclusion

• Transitions occur at intervals throughout our lives - effective transitions informed by early planning, connections and good sharing of information.

• Focus – full and meaningful lives in the community.

• Lifecycle – effective transitions at key life stages for best outcomes and most effective use of resources.

• Exchange of information and good communication between policy and service areas is essential.

• Support systems that cross departmental or agency boundaries provide a joined-up system and joined-up pathways.
Thank you