School aged years 5-19

High Impact Area 6:
Seamless transition and preparation for adulthood
About Public Health England

Public Health England exists to protect and improve the nation’s health and wellbeing, and reduce health inequalities. It does this through world-class science, knowledge and intelligence, advocacy, partnerships and the delivery of specialist public health services. PHE is an operationally autonomous executive agency of the Department of Health.

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Supporting young people on their journey to adulthood is essential. School nurses and their teams are in a unique position to build trusting and enduring professional relationships with children and young people throughout their time in education to enable them to become confident and healthy adults. It is essential that young people in secondary education or college are able to have access to safe, confidential and accessible services when they need health support and advice. School nursing teams and partner agencies are well placed to work collaboratively to offer health and wellbeing services. Individualised plans and support are developed following early identification of physical, emotional or mental health needs.

As young people prepare for adulthood they need access to information, support and knowledge of services to help keep them healthy. This will help them to develop skills around informed consent and decision. Building confidence in communicating with health professionals and accessing appropriate services is an important part of improving health literacy.

School nurses have a clear easily understood national framework on which local services can build. The school nursing 4-5-6 model sets out the four levels of service with increased reach from community action to complex needs, five universal health reviews for all children and the six High Impact Areas where school nurses have the greatest impact on child and family health and wellbeing.

School nurses provide a crucial interface between children, young people and families, communities and schools. School nurses have defined skilled to support holistic assessment of the health and wellbeing needs. They provide health promotion, prevention and early intervention approaches to support individual and population health needs.
The School nursing service is valued and trusted by children and young people (BYC, 2011). School nurses use a strengths based, holistic approach and work in partnership with children, young people and parents to provide individualised care which is more likely to promote behaviour change and sustain progress of health outcomes.

School nursing teams have an important role to play in supporting health protection through immunisations programmes, increasing participation in the PHE dental epidemiology programme and evidence based health promotion activities. School nurse involvement in delivering evidence based interventions including delivery of immunisation programme including HPV and other immunisation programmes in the teenage years also provide opportunities for health promotion, Making Every Contact Count to support behaviour change.

**Seamless transition and preparation for adulthood**

How school nurses can help young people be ready for adulthood:

- support and advise schools and colleges in the delivery of PSHE well health sessions e.g. well man and well woman, being breast/testicle aware, sexual and reproductive health, drug and alcohol use
- ensure young people are aware and confident in how to access health services in their community
- ensure young people are aware of and recognise medical emergencies e.g. meningitis or sepsis that may affect themselves or their peers – and how to get medical help
- work with GPs and practice nurses to ensure young people’s immunisations are up to date
- give young people strategies to build resilience and to manage difficult situations and stress. This may include family and exam stress and transition to college/ work/ university.
- support young people who have gender identity issues or who are LGBT
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How school nurses can help young people be ready for adulthood: (continued)

- work with partners to deliver targeted drop-ins in schools, colleges and community settings to make sure young people have access to confidential health information and support from someone they trust
- use social media to deliver health messages, promote services and offer accessible confidential advice that is acceptable to the young people using them e.g. texting health advice service
- support young people who are young carers or young parents (and other vulnerable groups), where life choices will impact on wider family functioning
- provide universal information and advice to young people around alcohol, drug and tobacco use, targeted support to those considered most at risk of developing problems and referral to specialist substance misuse services for those requiring more intensive support
- work closely with children and young people (5-19) to enable them to develop informed decision making skills about their health and well-being.

- offer healthy lifestyle advice so that young people are able to understand the importance of health behaviours and healthy lifestyles such as healthy eating, physical activity, sun safety and good oral health, and referral to sexual health or drug and alcohol services where appropriate
- offer practical support to targeted young people during transition from school to college
- offer health assessment and support to young people in the youth justice system to ensure they get the health information and care that they need
- publicise the School Nursing service to marginalised young people such as those not in education, employment or training [NEET] so that they have timely access to health services that they need
- work closely with children and young people (5-19), educating them on the importance of prevention from illness through appropriate infection prevention and control activities such as hygiene, particularly when they are ill or family members are ill
- work closely with children and young people, educating them on the importance of using antibiotics appropriately
Supporting transition to adult services

Young people with long term health conditions or disabilities should be helped to develop skills to be able to plan, manage and make decisions about their own care and treatment. School nurses are able to advocate for young people with additional needs, physical or learning disability and work closely with parents, carers and other professionals to ensure that the young person’s voice is heard and their needs met. The United Nations Convention on the Rights of the Child Article states that children have the right to participate, engage and have a voice in decisions that relate to them (Article 12). Health professionals need to ensure that the young person is central to all decision making that impact and relate to them personally via shared decision making approaches. This also includes transition from Child and Adolescent Mental Health Services to adult mental health services.

Measures of success/outcome

(Including Public Health Outcomes Framework or future Child Health Outcomes Framework measure/place holder, interim proxy measure, measure of access and family experience)

School nurses and wider stakeholders need to demonstrate impact and evidence of improved outcomes. This can be achieved by using the local measures:

Access:
- vaccine uptake
- You’re Welcome Quality Criteria

Effective delivery:
- reduced social isolation and targeted support to meet local needs
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Outcomes:
- registration with GP and dentist
- young people are aware of services and how to access them
- 1.03 Pupil absence indicator
- 1.04 First time entrant to youth justice system
- 1.05 16-18 year olds not in education employment or training
- 2.04 Under 18 conceptions
- 3.03xii Population vaccination coverage HPV
- 2.08 Emotional wellbeing of looked after children
- 2.09 Smoking prevalence at age 15
- 3.02 Chlamydia detection rate 15-24

User experience:
- feedback from children, young people and families via the NHS Friends and Family Test, you’re welcome and local service surveys.

Other measures can be developed locally and could include local pathways and partnership approaches to supporting vulnerable children and young people, for example referrals to young carers groups, engagement of previously non-compliant vulnerable children and young people with services e.g. school nursing led sexual health services.

Connection with other policy areas and interfaces

(How does it fit/support wider 5-19 work)

The high impact area documents have been developed to support delivery of the Healthy Child Programme and 5-19 agenda, and also to highlight the link with a number of other interconnecting policy areas e.g. early intervention, health inequalities, troubled families, vulnerable children and social/criminal justice. The importance of effective outcomes relies on strong partnership working between all health partners (primary and secondary), Local Authority partners including early years partners, and third sector (voluntary) partners.

- Early intervention
- Focus on multi-agency working
- Transition from education to employment
- Troubled Families Agenda
- Vulnerable Child priorities
- Chief Medical Officer’s Annual Report
- You’re Welcome Quality criteria
How will we get there?

System levers
- Public Health Outcomes Framework indicator reported and benchmarked by Public Health England and local authority
- High Impact Areas and delivery of the Healthy Child Programme
- Information sharing agreements in place across all agencies
- Integrated commissioning of services
- Partnerships working with schools and colleges to support integrated planning, delivery, monitoring and review
- Information sharing from Joint Strategic Needs Assessment (including health data and information about families and communities) to identify and respond to joint priorities

Improvement
- Improved accessibility for vulnerable groups
- Integrated IT systems and information sharing across agencies
- Development and use of integrated pathways
- Systematic collection of user experience e.g. Friends and Family Test and You’re Welcome accreditation to inform action and delivery
- Increased use of evidence-based interventions and links to other early years performance indicators
- Improved partnership working e.g. schools, GPs, dental services, children and young people
- Consistent information for children, young people, parents and carers
- Place measure completed
- Early identification of risk
- Improved engagement of previously non-compliant children and young people

Professional/Partnership Mobilisation
- Multi-agency training and supervision to identify risk factors and early signs of health and wellbeing issues
- Multi-agency training in approach for discussion with children and young people to obtain information
- Multi-agency training in evidence based early intervention and safeguarding practices
- Effective delivery of universal prevention and early intervention programmes
- Improved understanding of data within the JSNA and at the local Health and Health and Wellbeing Board
- Integrated working of school nursing services with existing Local Authority arrangements to provide a holistic/joined up and improved service for young children, parents and families. This includes effective joint working with specialist substance misuse services.
- Identification of skills and competence to inform integrated working and skill mix
- Increased integration and working with schools to offer range of services/activities to promote health and wellbeing

**Associated Tools and Guidance**

(Including pathways)

**General**

- Getting it right for children, young people and families: Maximising the contribution of the school nursing team: Vision and call to action, Department of Health, 2012
- Maximising the school nursing team contribution to the public health of school aged children: Guidance to support the commissioning of public health provision to school aged children 5-19, Department of Health, 2014
- Helping school nurses to tackle child sexual exploitation, Department of Health, 2015
- Supporting the health and wellbeing of young carers, Department of Health, 2014
- Supporting the health and wellbeing of military families, Public Health England, 2015
- Supporting children, young people, families and communities to be safer, healthier and to reduce youth crime, Department of Health, 2012
- Improving support for young carers: Family-focussed approaches, Department for Education, 2011
- School and community nurses supporting young carers, Royal College of Nursing
Safeguarding children and young people – every nurse’s responsibility: RCN guidance for nursing staff, Royal College of Nursing, 2014


e-bug, accessed May 2016


An RCN toolkit for school nurses, Royal College of Nursing, 2008

**NICE Guidance**

Looked After Children and Young People, NICE guidance [PH28], 2010

Behaviour change: the principles for effective interventions, NICE guidance [PH6], 2007

Behaviour change: individual approaches, NICE guidance [PH49], 2014

Oral health, Local authorities and partners, NICE guidelines [PH55], 2014

Oral health promotion, general dental practice, NICE guidelines [NG30], 2015

Rise Above, accessed May 2016