Steps to Adulthood

City of London's transition guide for parents and carers of children and young people with special educational needs and disabilities (SEND) aged 0-25





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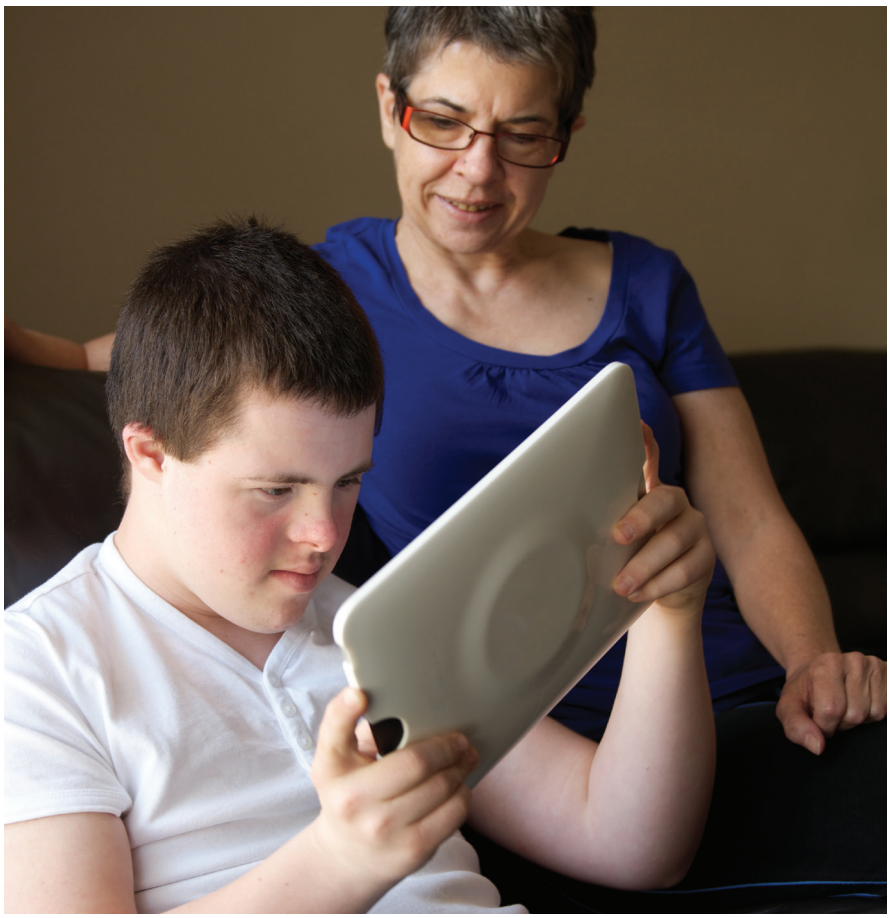
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Welcome

Welcome to the Transition Guidance from the City of London on preparing children and young people with SEND for adult life from the earliest years. It has been co-produced by professionals and families and will support us all in ensuring that we have an effective transition for all our children and young people in the City. It is a useful guide for both professionals and families. Transition is a challenging time for all, but this document should give a 'common language' to guide us all through the best and most effective practice. If families feel that they are not being listened to or are unhappy about the process of transition, then they should contact:

- SENDIASS
  https://www.towerhamletsandcitysendiass.com/
  020 7364 6489
- The City Parent Carer Forum
  https://www.cityparentcarers.org/
  info@cityparentcarer.org
- Contact a Family
  https://contact.org.uk/
  0808 808 3555



SECTION 1

Introduction to Preparation for Adulthood

This guide is for parents of all children and young people aged 0 to 25 who have SEND; those receiving additional SEN support in school and those with an education, health and care (EHC) plan, except where it states that it is only for those with an EHC plan. It explains the different things to consider as your child moves into their teenage years and the types of support available from education, health and social care services to help them achieve and succeed in their lives.

The move from being a child to growing into an adult is a significant change for all young people as they gain increased independence and make plans for the future. For young people with disabilities, this transition is crucial.

For families who have a young person with special educational needs and/or disabilities (SEND) it can also be an anxious and challenging time which needs more careful preparation and planning together than for other young people of a similar age.

If you are one of these parents/carers, you will have to start talking to your young person about their wishes and aspirations. We begin to do this from the earliest years. Nursery, school staff, health workers and social workers will seek to understand your child's interests and aspirations and begin to encourage this right from the start. As your child approaches the teenage years, you will get to know new systems of support as your family moves from services which have focused on children, to those designed for adults.

In this document there may some be unfamiliar terms. To help you, there is a glossary at the end. If you would like a paper copy of this guide, please contact the City of London Education and Early Years Team on 020 7332 1002 or email EEYService@cityoflondon.gov.uk

What does preparing for adulthood (transition) mean and when does it start?

Preparing for adulthood is about a focus on outcomes and taking steps to ensure that young people with SEND receive the right level of care and support to enable them to live as full and active an adult life as possible. The Preparing for Adulthood (PfA) programme sets out four main areas that young people with SEND say are important to them:

- Employment, education and training
- Independent living
- Community inclusion
- Health

These areas will start to be discussed as part of transition planning, which usually starts in Year 9 (13 or 14 years old) with the annual review/transition review of a young person's EHC plan. However, we will start to discuss these four areas from the early years. Following the year 9 annual review, an action plan will be drawn up which will be reviewed on an annual basis.

Transition planning should include personalised support in the following areas:

- Identifying suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships
- Support to find a job and learn how to do a job (for example, through work experience opportunities or the use of job coaches)
- Help in understanding any welfare benefits that might be available when in work
- Support to help the young person develop a lifestyle that is based on their hobbies, leisure activities, access to community

facilities, meeting friends and having fun

- Support to help the young person participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to, the local community and voluntary opportunities
- Information about lifestyle choices based on the young person's interests and personal requests
- Travel advice to enable young people to get around independently
- Advice about continuing health care services so that young people understand which professionals may be supporting them in adulthood. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities
- Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and what support they may need
- Local housing options, including housing benefits and social care support
- Information about personal budgets and direct payments

Role of school and professionals

Your child's person-centred review meeting is very important, and you should invite teachers, educational psychologists, therapists, social workers family members and friends. Your child's school will organise this annual meeting on your behalf. The school will inform you about the options available and support your child through the transition process. This includes providing material in a suitable format such as Braille or large print etc. If a professional, such as a health care worker or teacher, cannot attend a review meeting, they can provide the school with a written report to support the review meeting.



Planning for the future: Pupil Voice

Helping your child to start thinking about their future is an exciting but also daunting process and it might seem confusing and worrying. Whatever you and your child are feeling, the most important thing to remember is that your child should be at the centre of these discussions, focusing on their needs, hopes and aspirations for their future.

It is always helpful if the school and other agencies who know your child well (for example, health, psychologists, social care and careers services) support them to make decisions and voice their feelings, wishes and views, regardless of their level of SEND.

Many children and young people will struggle to participate in review meetings and discussions, and so it is important that alternative methods of communication and strategies are explored prior to these conversations, such as using videos and pictures, to ensure that the child's voice continues to be central.

The City of London offers informal person-centred planning meetings to young people with EHC plans and their families, separate from their review meeting. This provides focused time with friends, family and professionals to capture young people's dreams and aspirations and plan for how we can support them to achieve this. This will then feed into their annual review meeting. An independent company, Inclusive Solutions, is commissioned by the City of London to facilitate these meetings.

For more details, please visit their website at: https://inclusive-solutions.com/person-centred-planning/

I LOVE BEING WITH PEOPLE

I want to play the piano

I can't wait to have my own flat

My cat is my best friend

THESE ARE SOME QUESTIONS YOU MIGHT LIKE TO DISCUSS WITH YOUR CHILD:

What does your child enjoy? (either at school or home)

Does your child have any hobbies/ interests?

What kind of activities does your child show an interest in?

When you think of your child, what sort of person are they?

Do they like being with people?

Do they like working with animals?

Do they prefer working outside or indoors?

Are they creative/musical?

Do they show an enterprising attitude?

Do they like working with their hands?

Do they like order, detail or numbers?

Are they outgoing or do they like to keep to themselves?

How do they like to learn?

What is important to them? (e.g. staying near home or being independent)

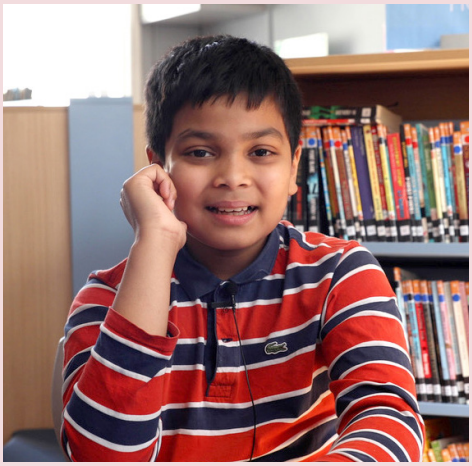
Do they want to discover new places and people?

What kind of environment suits them, busy and noisy or quiet?

Have they any ideas about what sort of work they would like to do?

ONE-PAGE PROFILE

All young people with SEND will benefit from some a 'one-page profile'. The one-page profile is a good example of a person-centred tool to be completed with your child, together with the people who know them well. The tool is strengths-based, quick to read and should be used for a specific situation and your child's specific needs. If your child has an EHC plan, this will form Section A where their views are captured.



SECTION A: XXX's VIEWS, INTERESTS AND ASPIRATIONS

What's Important to Me:

I communicate by:

What People Like and Admire About Me:

INSERT PICTURE HERE

Likes and Dislikes

I like:

I don't like:

How Best to Support Me

My interests, favourite activities and hobbies

My aspirations

Co-Production: Families & Professionals Working Jointly Together

Co-production with families, young people, friends, schools, health and social care professionals etc. is key in preparing young people for adult life. For co-production to work, your views and pupil views should be central to all review meetings and any decision making, and there should be close communication between yourself, those who are close to you and those working with you. Planning for your child's future together is essential for their successful transition into adult life.

Personal budgets

Personal budgets are changing the way that education, health and social care services work with families and young people with SEND. For some areas of provision, such as education, health and social care, a budget is identified, following an assessment, for parents and young people to buy their own package of support. The personal budget would either be provided to parents of a child with SEND, or directly to the young person with SEND if they are over 18 years old. Work then takes place to identify how this budget can be used to meet some or all of the needs that are set out the EHC plan, or their assessed social/health or care needs.



A parent or young person can request a personal budget as part of the assessment and planning process for the EHC plan, or at the annual review. By having a say in the way this budget is used, it gives parents and young people greater control and choice over elements of their support. The budget can be used to buy a range of services that your family or young person with SEND is currently receiving, including equipment, transport, respite and assistance with accessing community activities. It can also be used to buy new support and provision, as long as it helps to meet the outcomes that have been agreed in their EHC plan. You will be told what funding is available as part of a personal budget. Should you decide to consider the option of having one, a 'costed plan' will be drawn up. There will be personal budgets from education, health and social care if you meet the criteria.

Once a personal budget has been agreed and drawn up, you will have the option of receiving a direct payment to you or the young person, asking the Local Authority (LA) to manage this budget, or a third party. These options will be discussed with you by the relevant team when drawing up your plan.

For further information on personal budgets, please visit:
https://www.fis.cityoflondon.gov.uk/send-local-offer/personal-budgets

and for direct payments from Adult Social Care, please visit:
https://www.cityoflondon.gov.uk/services/social-care-for-adults/direct-payments

SECTION 2

Further Education, Employment and/or Training

Young people with an EHC plan and those on SEN support in school will have access to careers advice from within the school, whether it is a mainstream or special school. Those with an EHC plan will also have access to regular information, advice and guidance on career pathways from the Prospects service from Year 9. Preparations for 'moving on' should start in Year 9 at the first transition review. It is important for families and young people to discuss whether there are any work experience or work placement opportunities. Many will have access to courses/experiences at a local college as part of a 'taster session' to see what the young person likes or dislikes.

Further Education Colleges

There are two main routes that the young person will need to consider: college mainstream courses with support or specialist SEND courses at various colleges. For example, the College of North West London, City of Westminster College, East London Advanced Technology Training (Ellatt) College, City and Islington College, New City College Tower Hamlets/Hackney. It will be important for you to discuss the options with the staff at your child's school, Prospects and with other parents/young people. Many colleges are part-time. This means that the young person will only attend up to three or four days a week. You may need to contact social care to help and/or give you advice on the days when they are not at college. They could be doing things in the local community, leisure activities or meeting friends. If they would like to consider applying for part-time work, the Prospects service will be able to support the young person with this. You could draw up a mock timetable, so your son or daughter will have an idea of what their lifestyle could look like.

There is only one college in the City of London, David Game College, which is a fee-paying private college. For non-fee paying colleges, you will need to refer to the websites of neighbouring boroughs, and so you will need to refer to the websites of neighbouring boroughs such as Islington, Westminster, Southwark, Hackney and Tower Hamlets. Here are some links:

Islington
https://directory.islington.gov.uk/kb5/islington/directory/advice.page?id=vbSK2sjuE8U

Southwark
https://www.southwark.gov.uk/schools-and-education/16-education-employment-and-training/further-and-higher-education

Hackney
https://education.hackney.gov.uk/content/find-sixth-form-or-college

Tower Hamlets
https://www.towerhamlets.gov.uk/lgnl/jobs_and_careers/employment_and_training_initia/Workpath/Young-workpath/College-sixth-form-provider-list.aspx

Hammersmith & Fulham, Westminster and Kensington & Chelsea
https://www.lbhf.gov.uk/sites/default/files/section_attachments/14_-_19_admissions_brochure_2017_09_07.pdf

Camden
https://www.camden.gov.uk/post-16-choices

Apprenticeships

Another route that young people may want to consider are apprenticeships where, young people are employed to do a real job, earning a wage, while studying for a formal qualification - usually for one day a week either at a college or training centre. The apprenticeship should provide the young person with the skills and knowledge needed to either succeed in their chosen career or progress onto a higher apprenticeship level.

Apprenticeships are available in a range of sectors such as retail, IT and construction. These are advertised throughout the year, but mostly become available towards the end of the academic year, therefore most young people will be advised to apply for college courses as a back-up option.

Employers who are part of the 'Disability Confident' scheme (mentioned further below) will guarantee disabled candidates an interview if they meet the basic apprenticeship criteria.

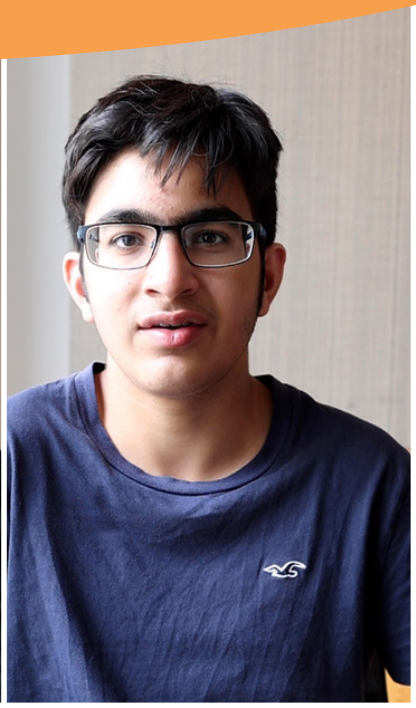
Supported Internships

There are opportunities for many young people to do a supported internship. These are work placements with support, or work placements, voluntary work or work experience. A work placement is a more considered full-time placement like an internship, whereas work experience can be any length of time and is a more general type of experience. Some young people will be able to have a paid job. There are schemes that support young people in undertaking practical activities such as gardening, catering and retail, where every young person has an opportunity to try out various activities regardless of their needs.

Universities

For some young people with SEND, it will be their aspiration to attend university. Schools and colleges will support young people in advising on whether they have the required





grades and if so, guiding them through the process for applying. Universities will have open days in October and November.

For young people with an EHC plan, the EHC plan will come to an end once they leave school or college. Universities have their own processes and arrangements for supporting young people with SEND.

Young people with disabilities can also consider applying for the Disabled Students Allowance (DSA) from the Government. This provides financial support for study-related costs because of a mental health problem, long term illness or any other disability. Schools and colleges can help with applying for this. For more details, please visit https://www.gov.uk/disabled-students-allowance-dsa

Employment

Many young people with SEND will be keen to enter employment and start earning their own money, whether this is through part-time work whilst at college or full-time paid employment. When young people enter full-time paid employment and leave education, their EHC plan will come to an end. The Careers Advisor at schools and colleges will be able to help young people with searching for employment, creating a CV, interview skills and applying for roles. The Prospects Service will also be able to guide young people through this process.



Paid employment should be the long-term aim for all young people with SEND, but this may be unrealistic or a significant challenge for a small number. The City of London would always encourage and support young people with SEND towards the goal of employment, whether this is paid or voluntary, as we know that this has a positive impact on long-term physical and mental health in adult life. The Careers Advisor and Prospects Service will be able to advise young people and support them with finding appropriate pathways to their desired employment that is tailored to their meet their individual needs. For those with complex needs, it is important that planning for this starts early, at least from their year 9 transition review.

There will be a very small number of young people with complex and multiple needs, where employment may not be a realistic goal. For these young people, planning for adult life from an early age is essential and will require considering a bespoke package of support in line with their interests and what they enjoy doing in their community. A transition assessment from the City of London Adult Social Care team will be required to identify the support that these young people will need as adults.

Prospects Service

The City of London has commissioned Prospects to provide independent and impartial advice and guidance in planning for next steps in education or training for young people with SEND. This includes attending EHC reviews from year 9 into further education, if required. The service can provide support with apprenticeships, CV and interview support, alternative training provision, school sixth forms and colleges, higher education and help sourcing provision.

The service is available for all young people with SEND aged 13 to 25 and can be accessed directly with no referral process required.

Name: Matilda Newman-Smart
Position: Prospects Information, Advice and Guidance (IAG)
Telephone: 07585 401280
Email: matilda.newman-smart@prospects.co.uk
Website: www.prospects.co.uk/

'Disability Confident' Organisations

By law, all employers must treat all job applicants equally regardless of any health conditions they may have. Some employers make it clear that they want disabled people to apply. One thing to look out for are 'Disability Confident' organisations, a scheme run by the Government.

All Disability Confident organisations:

- have committed to offer an interview to disabled people who meet the minimum criteria for a job
- can use the Disability Confident symbol on their websites and job adverts.

If you want to get an interview under Disability Confident, you will need to say that you are disabled in your job application.

For more information, please go to **https://www.gov.uk/government/publications/disability-confident-employers-that-have-signed-up**

Ceasing an EHC plan

A local authority can decide to take away, or end, a young person's EHC plan if it decides that it is no longer necessary because:

- The young person has taken up paid employment (excluding apprenticeships)
- The young person has started higher education (university)
- A young person aged 18 or over has left education and no longer wishes to engage in further learning
- The young person has turned 25
- The child or young person has moved abroad
- The young person has met the outcomes as specified in their EHC plan

The local authority will issue a 'cease to maintain notice' in writing to the parent or young person, stating the reasons why, after consulting with the young person/their parents and head teacher of their school or college. The young person can appeal if they disagree with the local authority's decision. For further information visit www.ipsea.org.uk

Resources

Researching Career ideas
https://nationalcareersservice.direct.gov.uk
www.icould.com
www.careersbox.co.uk

Apprenticeships & Training
www.apprenticeships.gov.uk (including Traineeships)
www.notgoingtouni.co.uk
http://careermap.co.uk
www.thebigchoice.com
www.schoolleaverjobs.co.uk

Volunteering & Self Employment
www.do-it.org
www.volunteeringmatters.org.uk

Special Needs
www.disabilityrightsuk.org

Researching and making choices 16+
www.ucasprogress.com
www.russellgroup.ac.uk/informed-choices
www.choiceslondon.com

University
www.ucas.com
www.ukcoursefinder.com
www.whatuni.com
www.bestcourse4me.com
www.thecompleteuniversityguide.com
www.push.co.uk
www.unistats.com
www.prospects.ac.uk
www.opendays.com

Work
www.gov.uk/browse/working
www.indeed.co.uk

Finance
www.gov.uk/student-finance (Higher Education)
www.gov.uk/1619-bursary-fund

Useful Contacts and Websites

16- 19 Bursary Fund a bursary to help with education-related costs if you're aged 16 to 19 and studying at a publicly funded school or college in England (not a university) or on a training course, including unpaid work experience. If you continue this course post 19 years old and have an EHCP, you could also get a bursary. **www.gov.uk/1619-bursary-fund**

Access to Work a grant that can pay for practical support for people with a disability or health/mental health conditions to help them start working, stay in work or move into self-employment or start a business. **www.gov.uk/access-to-work**

Blind in Business helps people who are blind or have partial sight into work. They offer help and support with finding work, the interview process, and obtaining equipment to help you succeed. **https://blindinbusiness.org.uk/**

British Association for Supported Employment (BASE) supports, promotes and develops supported learning opportunities for people with disabilities. **www.base-uk.org/**

City of London Adult Education, Skills and Learning Team

City of London Local Offer information about services that support children and young people with SEND in education settings, as well details about local schools, colleges and FE providers, local employment and training opportunities. **www.cityoflondon.gov.uk/localoffer**

Central London Works an employability programme designed for people with disabilities and health conditions to gain sustainable employment. Can be referred from Job Centre Plus or via the council and will be assigned a dedicated caseworker who will support with all areas of employability including CVs, applications, interview support, motivation and confidence. **www.centrallondonworks.co.uk/**

Employ Me London (MENCAP) offers skills training, employment workshops, work experience and other activities to support young people with a disability in London on their journey to work. **https://www.mencap.org.uk/advice-and-support/employment/employ-me-london**

Independent Parental Special Education Advice (IPSEA) offers independent legally-based advice, support and training to help get the right education for children and young people with special educational needs and disabilities. **www.ipsea.org.uk/**

Job Centre Plus Disability Employment Advisors can help disabled people find work, gain new skills and look for disability friendly employers in the local area. They can also refer people to a specialist work psychologist, if appropriate, or carry out an employment assessment. **www.gov.uk/looking-for-work-if-disabled/lookingfor-a-job**

MENCAP offers supported internship programmes. https://**www.mencap.org.uk/advice-and-support/employment/supported-internships**

Princes Trust is a charitable organisation that can help young people with the skills, tools and training to develop self-confidence and move forward to employment. There are a range of courses across the capital. **www.princes-trust.org.uk/help-for-young-people**

Project Search offer supported internships programme. **https://www.dfnprojectsearch.org/**

Project Choice is an independent specialist college that helps young adults gain work experience and improve employability and independence skills through supported internship programmes. **https://www.hee.nhs.uk/our-work/talent-care-widening-participation/project-choice-supported-internships**

Prospects offers information, advice and guidance on education, employment and training options available to young people aged up to 25 with SEND living in the City of London.

Work Choice can help disabled people get and keep a job. The type of support you get depends on the help that is needed and includes training and developing skills, building confidence and interview coaching. **www.gov.uk/work-choice/overview**



SECTION 3

Social and Community Inclusion

Preparing for adulthood: community inclusion and participation

Friendships, relationships, being a part of the community and feeling comfortable in their neighbourhood are important to a young person's quality of life. Therefore, it is crucial that the young person's transition planning should also look at the support needed to achieve these outcomes. Discussions should include:

- Maintaining friends and having supportive relationships
- Contributing to, and being part of, the local community
- Having a 'voice'
- Volunteering
- Independent travel
- Staying safe

Short break services

Short breaks provide opportunities for children and young people with SEND up to 18 years old to take part in fun activities, new experiences and be with friends. They can also provide positive experiences for children and young people by enabling them to develop new skills, boost confidence and encourage friendships and give parents a well-deserved break from caring and some quality time with their other children or each other.

Short breaks allow children and young people with disabilities to access mainstream and specialist activities. This could include an after-school club, a few hours at a leisure or sports activity group, or an overnight stay at the child or carer's home or a residential centre. Many of our short break and leisure services can be accessed directly. Children and young people with more complex needs, who might be eligible to receive both day and overnight provision, will need to have a child and family assessment from a Social Worker from the Children's Social Care Team who will recommend an appropriate support package which will be agreed through the Short Breaks Panel.

If you would like to access a short break in the City or have an informal chat about our offer, please contact the City of London Children's Social Care and Early Help Team on 020 7332 3621 or email short.breaks@cityoflondon.gov.uk

For further details about applying for short breaks and details of providers, please visit https://www.fis.cityoflondon.gov.uk/send-local-offer/short-breaks

Transition from City of London Children's and Adult's Social Care Services

The Children's Social Care Service supports families with children aged 0 to 18 who have a severe, permanent and substantial disability or long-term complex health problem, which impacts on their everyday living. Along with their family and other support services, the team works with the child/young person to meet their assessed needs by developing a person-centred approach at every stage of its involvement with them. The team takes a multi-agency approach, which includes health/mental health, education and social care.

From 14 years of age, young people with SEND that are open to be the children's social care team will be presented at the City of London's Transition Forum with children's and adult's services to ensure a good understanding of the young person's story, needs, support and current arrangements. This meeting will decide when co-working between children's and adult's services will start to take place for these children up until they turn 18.



Once the young person turns 18, they will transfer to adult social care services and, in some cases, children's social care will remain involved to support with the transition where required, for a short period of time. These decisions are made on an individual basis taking into consideration the young person's level of needs and support required.

If someone is not known to the Children's Social Care Service, then a referral should be made via City of London Adult Social Care Team by email adultsduty@cityoflondon.gov.uk or on 020 7332 1224.

An assessment will take place under the Care Act 2014. The assessment will focus on the person's needs, how they impact on their wellbeing and the outcomes they want to achieve in their day-to-day life. It will also focus on the priorities:

- Good health and wellbeing
- Education and/or employment
- Independent living
- Participating in society

Consideration will be given to the young person's preferences in terms of the date, time and location of their Care Act assessment. It will be carried out face-to-face, unless the young person prefers a different method of assessment.

If the young person appears to have difficulties with engaging in the assessment process, then an advocate will be arranged, this could be a family member but does not need to be.

If the young person has eligible care and support needs, then a support plan will be drawn up in partnership with them and their family/carers or advocate. The options of how care and support can be provided and managed will be discussed. Decision will be transparent. A financial assessment will be completed to see whether the young person financial contributes towards their care and support. For further information visit https://www.cityoflondon.gov.uk/services/social-care-for-adults

If following the assessment, the young person does not meet the eligibility criteria for care and support, they will be provided with information and advice, with consideration to any preventative work that might be relevant.

If a young person lacks or appears to lack capacity, then this will be formally assessed, and decisions taken under best interest. (See The Mental Capacity Act (MCA) section). If they do lack capacity, then their care and support plan will be devised for them.

People who identify themselves as a carer for the young person are entitled to a carers assessment. Carers can be eligible to support if they are deemed eligible. Eligibility is based on the consequences of providing necessary care and the impact on the carer.

Adult Social Care

The Adult Social Care Team provides advice, information and care services to City residents over the age of 18 with community care needs such as:

- Learning disabilities
- Physical disabilities
- Mental health difficulties
- Sensory impairment
- Long-standing illness
- Age-related conditions including dementia

Call our duty line number below if you are concerned about the welfare of an adult in the City of London.
Telephone:
duty line: 020 7332 1224
Email:
adultsduty@cityoflondon.gov.uk

Outside office hours call the City and Hackney Emergency Duty Team on 020 8356 2300 (emergencies only)

Mental capacity/power of attorney

The Mental Capacity Act (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. Assessing mental capacity involves a two-stage functional test. The principles of the MCA are that those that lack capacity are empowered to make as many decisions for themselves as possible and that any decision made, or action taken on their behalf, is done so in their best interest. If a young person lacks capacity to make decisions, their parents or carers can apply for a Court of Protection order to make decisions on financial and welfare matters after they reach 18. The Court of Protection is responsible for:

- Deciding whether a person has the mental capacity to make a particular decision for themselves
- Appointing deputies to make decisions for people

Sex and Relationships

All children and young people have the right to understand the importance of safe and healthy relationships with their peers, those younger than themselves and those who are their elders. Some children and young people with complex needs and disabilities are more vulnerable than their peers when either making choices or becoming victims of abuse. It is vital that parents' carers and those staff who are responsible for children and young people are aware of the dangers without causing unnecessary fears. This can be overwhelming for parents and carers who are naturally protective.

Teaching and supporting children to have their voice heard is best practice when teaching about healthy relationships and sex education. All children are entitled to learn what a safe, healthy and loving relationship looks like and to be taught how to protect themselves and to be confident in asking for help and being heard. Young people with complex needs should be supported to use a range of alternative communication aids and strategies to support them with developing their own voice and ways of communicating their needs and aspirations

For children and young people with SEND, changes as they grow up can be distressing, especially puberty, and so it is important that they are prepared for this and there is opportunity for these sensitive matters to be covered by schools within their learning. For instance, in the early years, sex and relationship education is most likely to focus on healthy relationships and teaching children about what is 'private' and who trusted adults might be. Where young people display unusual behaviours, this can be a sign of disquiet and anxiety as a result of the changes in their hormones and body. Remaining calm and seeking advice at these times is recommended.

In addition to establishing positive relationships with schools, therapists and social care and health, young people can access support and advice on these sensitive topics from organisations such as The National Autistic Society, Mencap, NSPCC. Kooth also offers a free online counselling service to young people aged 11 – 25.

E-Safety

Some young people with complex needs and disabilities are advanced in navigating technology but may be less alert to the dangers. As a starting point, learn about the parental controls available on technology and find out what the 'dos and don'ts' regarding e-safety are from your school or college.

As children and young people grow up, their use and understanding of media platforms and the use of technology increases. For many young people with complex needs, technology provides a levelling of the playing field for them, depending on the extent of their needs. In this way, the use of technology can enhance communication skills and expression of wants, needs, opinions and aspirations, and so is an important tool for empowerment. Ensuring that young adults with complex needs understand the risks and dangers is vital but equally supporting them to use technology safely so that they can get the most out of being connected and fulfilled is just as important.

There are incidents where children have been bullied online and via social media and therefore ensuring you have parental control and an understanding of how these social media platforms work is an important way in which you can keep your child safe. Reporting incidents of bullying or inappropriate communications immediately is also vital, either to the school, social care, online organisations and when it is criminal to the police.

Advice on this will be available from schools and colleges but also voluntary organisations such as The National Autistic Society, Mencap, NSPCC.

City Youth Forum

The City Youth Forum is an opportunity for any young person, aged 11-19 (or up-to 25 with SEND) who lives, works or studies within the Square Mile to:

- Represent the views of young people living, working or studying in the City
- Help shape future services within City and feedback on existing services
- Get involved in campaigns, community initiatives and volunteering
- Build friendships with other young people in the City
- Earn time credits that can be spent in selected shops, cinemas, museums etc.
- Link with other like-minded young people nationally via British Youth Council activities

For more information contact Prospects on 07585 401280 or email city@prospects.co.uk or https://www.cityoflondon.gov.uk/services/children-and-families/city-youth-forum

Short Breaks providers are detailed on the City of London SEND Local Offer. https://www.fis.cityoflondon.gov.uk/send-local-offer/short-breaks

Targeted Health Outreach Team can provide 1:1 or small group support for young people with SEND aged 14 to 19 on areas such as relationships, e-safety, and a healthy wellbeing. https://www.homerton.nhs.uk/targeted-health-outreach-team/

Volunteering Matters works in partnership with local organisations and businesses to help disabled people actively volunteer (via supported volunteering if necessary) and contribute to their community. www.volunteeringmatters.org.uk

Useful Contacts and Websites

City of London's Family Information Service has details about activities, sports and things to do for children and young people with SEND. **https://www.fis.cityoflondon.gov.uk/whats-on**

SECTION 4

Good Health

Transitioning from children's health services to adult health services

Health pathways vary depending on the needs of the young person and which professionals from across community and hospital settings they will need to ensure that appropriate support is in place. In health care, the word transition is used to describe the process of preparing, planning and moving from children's to adult services. We understand that moving away from a team of doctors and nurses that you have been with for many years can be scary, but hopefully by being involved in the transition process, you will feel more confident and happier about the move.

A key aim with transition for these young people is to ensure that a consistent and continuous package of support is provided for them both during the years before, and after, the move to adulthood. The nature of the package may change because the young person's needs or circumstances change. Services or funding should not be withdrawn unless a full needs assessment has been carried out in respect of both adult health and social care services.

CAMHS Disability

Young people with ongoing mental health needs **and** moderate to severe learning/ intellectual disability, will be transferred to the Integrated Learning Disability service (ILDS) at age 18. A smooth, planned handover of care takes place within a "transitions clinic" involving the young person, parents/carers, and members of both the CAMHS and ILDS teams.

CAMHS Disability uses tailor made resources such as an emoji-based transition passport and a proforma for documenting hopes and goals for transition. Feedback from families before and after transition helps the service adapt to support families.

Nursing

Young people may receive nursing care from the 'complex care' team or the 'generic' team. If a young person receives a 'continuing care package' from complex care, they will have an assessment when they are 16-17, to see if they are eligible for adults NHS Continuing Healthcare. The teams will work closely to support this transition.



If the young person receives nursing support in the home from the 'generic' team (this might be wound care, phlebotomy or palliative care), transition is supported to the adult's district nursing team or Learning Disability Team.

Therapies

The Speech and Language Therapy Service works with Young People who have an identified communication or eating, drinking or swallowing need. The Speech and Language Therapist will work with young people, families and professionals to consider the young person's aspirations and views on their transition to adulthood and to make sure that they are able to communicate those views to others effectively. Areas of focus include self-management, education and independent access and independence within the community. Goals are agreed and monitored with the young person.

The Information and advice worker within the **Hackney Ark Resource Centre** can assist young people with Special Educational Needs and their families to link with other teams to support transition.

Targeted Health Outreach Service (THOT)

THOT provides support to young people aged 14 to 19 with SEND who don't necessarily meet the criteria for support from social services. THOT helps to develop their independence through both individual and group work activities and as part of this process assist young people to identify and settle into further education and work-based programs. For further information, please go to: https://www.homerton.nhs.uk/targeted-health-outreach-team/

Your GP

It is important that young people are registered independently with a GP. If you have a Learning Disability (LD) you should make sure you are on your GP's LD register and attend an annual LD health check at the practice. This will check your physical health, talk about how you can stay well, and any help you need with this. As community paediatricians only see young people until they are 18, your GP will have all the information about any NHS services you access.

Useful Contacts and Websites

Annual health checks information about annual health checks for young people and adults with learning disabilities. **www.nhs.uk/conditions/learning-disabilities/annual-health-checks/**

Community and Adolescent Mental Health Services (CAMHS) provides support for the emotional wellbeing and mental health of children and young people in City of London. **https://cityandhackneycamhs.org.uk/**

City of London Local Offer information and advice about local mainstream health and wellbeing services and specialist support and provision for children and young people with SEND. **https://www.fis.cityoflondon.gov.uk/send-local-offer/preparing-for-adulthood/health**

Kooth is a free, safe and anonymous online counselling and emotional well-being platform available to all children and young people. **https://www.kooth.com/**

NHS information care, support and an A-Z of services near you. **www.nhs.uk**

National Institute for health and Care Excellence (NICE) guidance on transitioning for young people using health or social care services. **www.nice.org.uk/guidance/ng43**

The North East London Clinical Commissioning Group (CCG) is the NHS organisation that is responsible for planning and buying healthcare services for City of London residents. **https://northeastlondonccg.nhs.uk/**

SECTION 5

Independent Living

Because of the need for additional considerations, young people with SEND should be encouraged to think about where they might live in the future as part of their transition planning from Year 9 onwards.

The year 9 annual review (or transition review) is a good opportunity to get information from professionals about housing options so an understanding of what may be possible for young people with SEND is developed. Discussions should include where they would choose to live in the future - with friends, on their own or with a partner?

As they get older and your child's transition plans develop, help them think about becoming independent adults and how they may eventually want to move out of the family home. Some young people may already receive direct payments or a personal budget, which can be used to help prepare for living as independently as possible.

As part of their transition plan, young people who are being supported by City of London's Children's and Adult's Social Care Teams will be given advice about housing options. They include:

- Supported living schemes
- Support at home, such as adapting the home environment to promote the young person's independence
- The Shared Lives scheme, which involves finding a home with a carer
- Residential and nursing care services
- Social housing – renting a council or housing association property

Information and advice about benefits, grants and funding streams that are available to support people to live independently should also be shared with the young person and their family. For further information about housing options visit: https://www.fis.cityoflondon.gov.uk/send-local-offer/preparing-for-adulthood/independence-and-living-independently

Benefits

Benefits for a parent carer of a disabled child, but also benefits that a disabled young person when they reach 16, 17, 18+ can access for themselves as well.

Universal Credit (UC)

A means tested benefit for people over 18 and under pension age. Some 16/17-year-olds may be eligible. A monthly benefit payment for working age people offering financial support to anyone on a low income or who is out of work. How much someone receives depends on your personal circumstances and if you have any other income or savings. You can claim if you have a salaried job or are self-employed. UC replaced Child Tax Credit, Income Support, Income-based Jobseeker's Allowance, Income-related Employment and Support Allowance, Housing Benefit and Working Tax Credit.

New Style Employment and Support Allowance (ESA)

A contributory benefit if you are unable to work because of ill health. You usually need to have been working within the last 2 to 3 years and have made (or been credited with) Class 1 or Class 2 National Insurance contributions. Your (or your partner's) savings will not affect how much New Style ESA you're paid. If your partner works, it does not affect your claim. You can claim it on its own or at the same time as UC. You cannot get New Style ESA if you're getting Statutory Sick Pay (SSP) from an employer.

Disability Living Allowance (DLA)

A non means tested benefit for people who have health problems and need help with getting around and/or need supervision or attention. New claims for DLA can only be made for children under 16. DLA has two parts, a mobility component and a care component. Your child can get one or both components. An award of DLA can entitle you to other benefits or an increase of existing benefits.

Personal Independence Payment (PIP)

A non means tested benefit for people aged over 16 years who have health problems and need help with getting around and/or daily living activities. A point-based test is used to assess how your health conditions affect your ability to do specific tasks. There are two parts, a daily living component and a mobility component. You can get one or both components. An award can entitle you to other benefits or an increase of existing benefits.

Carer's Allowance (CA)

A non means tested benefit and is paid to someone who cares for a disabled person.



The disabled person must be in receipt of PIP, DLA (middle or higher rate care) or AA. You must be caring at least 35 hours a week. You can work and claim CA but your earnings will need to be below the amount set by CA.

Child Benefit

A benefit for people who are responsible for a child under 16 (or under 20 if they stay in approved education or training.) You do not have to be the child's parent to claim. Child benefit is taxable for anyone earning more than £50,000.

Council Tax Reduction

A means tested benefit for anyone who has to pay council tax. Council tax reduction is claimed from the local authority you live in and entitlement is based on your circumstances and income and savings.

Legacy Benefits

Legacy benefits such as **Child Tax Credit, Working Tax Credit, Employment and Support Allowance, Job Seekers Allowance and Housing Benefits** can only be made in limited circumstances. Please seek advice to see if you are eligible to claim.

If you are currently receiving a legacy benefit and there has been a change of circumstance, please seek advice to find out how these changes will affect your claim.

Grants and other financial support

Contact us if you have any questions about other financial support that might be available to families with disabled children and individuals with disabilities. City Advice can help check eligibility and entitlements and help you claim.

You can email City Advice anytime:
city.advice@toynbeehall.org.uk
Ring us on 020 7392 2919
Or check their website: https://www.toynbeehall.org.uk/cityadvice/

Useful Contacts and Websites

City Connections will be able to help you find the support and information that you need. **https://cityconnections.org.uk/app/WebObjects/CMS.woa/cms/cityconnections_home**

Bus and Tram Discount Card People who receive Income support, Employment and Support Allowance or Jobseeker's Allowance, may be eligible for a bus and tram discount photo card. **www.tfl.gov.uk/fares/**

Dial-a-ride London is a door-to-door multi-occupancy transport service for people with disabilities who cannot use public transport. It can be used for all sorts of journeys such as shopping, visits to friends, appointments, and going out at night. **www.tfl.gov.uk/modes/dial-a-ride/?cid=dialaride**

Disabled Person's Freedom Pass allows disabled people free travel across London and free bus journeys nationally. **https://www.londoncouncils.gov.uk/services/freedom-pass/disabled-persons-freedom-pass/eligibility**

Disabled Person's Rail Card gives people with disabilities one third off adult rail fares. www.disabledpersons-railcard.co.uk/

Housing in the City of London information about the options that are available for City of London residents. **https://www.cityoflondon.gov.uk/services/housing/housing-estates**

Learning Disability England provides information and advice about housing and supported living. **www.learningdisabilityengland.org.uk/**

Living made easy offers impartial advice and information about independent living for young people and adults. **www.livingmadeeasy.org.uk/**

London Travel Watch (LTW) is the independent, statutory watchdog for transport users in and around London. **www.londontravelwatch.org.uk/home/**

Taxi Card Scheme provides subsidised transport for people who have serious mobility impairment and difficulty in using public transport. Taxi Card holders make journeys in licensed London taxis and private hires vehicles and the subsidy applies directly to each trip. **www.londoncouncils.gov.uk/services/taxicard/**

The Blue and Red Badge scheme is for people with severe mobility problems and holders to park close to where they need to go. The badge is registered to a person and not to a vehicle. **https://www.cityoflondon.gov.uk/services/parking/disabled-badge-holders**

Toynbee Hall provides free and expert advice on debt and money problems, legal issues and a wide range of other concerns. **https://www.toynbeehall.org.uk/**

Transport for All has been championing the cause of accessible transport in London for over two decades. **www.transportforall.org.uk/**

Transport for London (TFL) provides a free travel mentor scheme that supports people with being able to travel independently on public transport. **https://tfl.gov.uk/transport-accessibility/learn-to-use-public-transport**

Unity Works provides independent travel training for children and young people with disabilities. **https://www.base-uk.org/about/members/unity-works**



SECTION 6

Planning for Adult Life from the Earliest Years

Helping young people to move forward

Transition into adulthood does not start just at Year 9 when the young person is 13 years old; it starts at the earliest age. Children develop at different rates. For some young people, areas identified for action in early childhood may continue to be the outcomes that they are progressing towards as they get older. Therefore, it is important that each new age/stage continues to develop and build on the previous ones.

In this section we describe the PfA outcomes (long term targets) from early years to primary so that parents and professionals can start preparing children by using these ideas creatively to embed activities in the curriculum and at home.

They can be incorporated in EHC plan reviews and for children who are on SEN support but do not have a plan. They can also be helpful when the child is transferring to a new setting or class. It is important that there is a focus on outcomes that are transferable to the real world and are personalised to the young person. These ideas will also be useful for other professionals working in health and social care, and those that are involved in running short breaks, so that they may focus some of their support in these areas.



Early years to Primary 0-11 years

PfA outcome – employment, education and training

Early Years 0 to 4 years old	Reception - Y2 (Key Stage 1) 5-7 years old	Primary Y3-Y6 (Key Stage 2) 6-11 years old
• Following instructions – consider any specifics around sensory impairment • Adapting to new environments • Playing with other children	• Numeracy • Real world visits • What do you want to be when you grow up? • Meeting role models	• Talk about different careers and education options – look at what the child wants and aspires to • Build into literacy and personal, health and social education (PHSE) curriculum • Start to build a personal profile of interests and ambitions

PfA outcome – independence

Early Years 0 to 4 years old	Reception - Y2 (Key Stage 1) 5-7 years old	Primary Y3-Y6 (Key Stage 2) 6-11 years old
• Feeding and drinking • Toileting • Real world play (kitchens, DIY, cleaning) • Getting dressed on own • Making choices • Promoting independence and the 'voice' of the child	• Washing/brushing teeth • Telling the time • Paying in shops and using simple money (supervised)	• Sleepovers and residential trips • Cooking at school and home – with parents and family/friends • Understanding money – paying for snacks in school • Shopping • Moving around the school independently • Travel training • Transport and road signs • *The above tips are really helpful for families to work on at home.*

PfA outcome - community inclusion

Early Years 0-4 years old	Reception - Y2 (Key Stage 1) 5-7 years old	Primary Y3-Y6 (Key Stage 2) 6-11 years old
• Making friends • Social interaction • Visits/day trips	• Team playing • After school activities • Weekend activities • Developing friendships/friendship groups	• After school clubs • Learning to be safe on and offline • Knowing the local area • Walking short distances alone • Friendships • Understanding bullying • Managing change – what does this look like for the child?

PfA outcome – health

Early Years 0 - 4 years old	Reception - Y2 (Key Stage 1) 5-7 years old	Primary Y3-Y6 (Key Stage 2) 6-11 years old
• Checks at birth (hearing etc) • Developing a healthy diet • Ensuring that the two-year-old developmental check takes place • Ensuring immunisations are up-to-date • Visiting dentist for regular check ups	• Making sure that child obesity checks are in place where appropriate • Children making choices about their diet • Dentist school visit • Ensuring immunisations are up-to-date • Learning about the importance of physical exercise	• Children managing their minor health needs e.g. asthma • Starting puberty immunisations • Ensuring obesity check is in place where appropriate • Children being able to articulate pain/ health problems • Support for children and their families around puberty • Good health embedded into the Year 5/6 curriculum

TRANSITION GUIDE AGE 13-14

Year 9: Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
Preparation for Adulthood (PfA) Review co-ordinated by the school includes 'voice of the child' EHC plan is reviewed and new outcomes agreed in line with the PfA areas Review of support in school for those with additional needs but no EHC plan Family and young person fact find about post-16 provision Adult social care and health services work together for those young people who may be eligible for these services as an adult (e.g. those who have complex needs) to prepare for the next stage into adulthood	Think about young person's friendship group, closest friends and other key people in their school and local community – circle of support All to think about how these friendships can be kept and developed –using social media and the curriculum Family has access to all the local community facilities and support services that they need Think about any out of school activities the young person does or would like to access Think about how the family can support building friendships	Begin to plan how resources/services will be accessed in adult life e.g. equipment, therapies, specialist support, accessing GPs, prescriptions, dentist, opticians Ensure that the curriculum, young person and family are thinking about promoting good diet, exercise and sexual health People with learning difficulties are entitled to an annual health check from age 14 – ask at GP surgery Think about starting the Health Passport which brings all health needs together in one place	Start talking about the skills needed for independence in the future Work with the school to think about the curriculum opportunities that might be available to develop independent travel training, managing their budget/money and learning domestic skills Family and young person to think how they can develop these at home and during the holidays Explore ideas of where the young person may live and know how to access information about range of potential housing	Start discussing with school interests, favourite subjects/ activities, emerging aspirations about work and lifestyle in the future Agree with the young person who will help support them in developing a career profile and/or vocational profile Think about how the school can provide opportunities for work placements, work experience, volunteering and to meet others who have had similar opportunities

Local authority SEND services to update EHC plan Think about the need for personal budgets or direct payments to support the move into adulthood				
Responsibility	**Responsibility**	**Responsibility**	**Responsibility**	**Responsibility**
• School and the SENCO • Local authority SEND officer and SEND service • Parents/carers/ young person	• School • Social care • Health • Parents/carers/young person	• School • School nurse • GP • Parents/carers/young person	• School/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Parents/carers/ young person	• School • Prospects/post-16 providers • Parents/carers/ young person

If the young person does not have an EHC plan but it is felt that they need additional support, please talk to the school and the SENCO in the first instance to identify needs and possible support strategies. Schools do have funding within their budgets to help and support young people with lower level SEND.

TRANSITION GUIDE AGE 14-15

Year 10: Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
Year 10 annual review. Think about the update of the PfA outcomes Review of the support in school for those with additional needs but no EHC plan Family and young person to visit post-16 options Young people to have experienced work placements/vocational opportunities and to have talked to a careers specialist and to have the beginning of a plan in place If likely to have a change of environment post-16 e.g. move from school to college, consider what might be needed for a smooth transition	Begin to talk about what is important to the young person about friends/social life in the future and how this might be achieved Support the young person to talk about their aspirations, hopes and fears for their future How often is the young person going out or mixing with friends? Is this enough? Is more advice or support needed? Is the family accessing any information, is there support that they may need? Have the pathways been identified for the young person to engage in local community activities?	Ensure health professionals i.e. practice nurse and community nurse share information The NHS Ready Steady Go protocol is in place where required Health plan is underway and there is input from parents and young people Annual health check via GP if eligible and GP surgery is participating in the scheme Identifying and informing carers Consider carer assessment	Ensure skills for travelling as independently as possible are being practiced at home and at school Consideration is given to what young people might need for the future i.e. accessing college, the community and employment Public transport routes and shared travelling arrangements to be considered Ensure that young people and families are accessing information about potential housing and accommodation options	What are the pathways that I can follow? What is on offer? What do I like doing? What support do I need? Identify job coaches to support young person into supported employment/ apprenticeships Have clear employment/ volunteering pathways Update career plan and/or vocational profile Identify aims, goals and outcomes for the future i.e. learning opportunities, increased independence skills, meeting ongoing care and support needs

Adult social care referral for transition to be considered – timeliness for assessment taken into consideration	Are plans in place to keep the network of friends in touch through social media apps? Has anyone considered a buddy scheme with other young people to accompany to social events?	Are there opportunities for the young person to purchase and cook healthy food options?	Have families been able to come together to discuss this as a group? Are there opportunities to develop innovative approaches to accommodation with social care and housing associations?	Plan visits to taster sessions and invite post-16 providers to review meetings
Responsibility	**Responsibility**	**Responsibility**	**Responsibility**	**Responsibility**
• School to convene a meeting with representatives from transition staff • Parents/carers/young person	• School • Social care • Parents/carers/young person	• School • School nurse • GP • CAMHS • Social care • Parents/carers/ young person	• School/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Parents/carers/ young person	• School • Prospects/post-16 providers • Parents/carers/young person

Consider how the EHC annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc. Year 10 review is the beginning of the process for choosing post-16 options. However, the PfA outcomes should be part of the annual review process from the earliest stage i.e. in early years and primary. It will be important for post-16 and post-19 providers to be consulted so provision/support can start to be discussed.

TRANSITION GUIDE AGE 15-16

Year 11: Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
Responsibility	**Responsibility**	**Responsibility**	**Responsibility**	**Responsibility**
• School to convene a meeting with representatives from transition staff and multi-disciplinary team • Local authority SEND team • Parents/carers/ young person	• School • Adult social care and the Disabled Children and Young People's Service (0-25) • Health lead • Parents/carers/young person	• School • School nurse • GP • CAMHS • Social care • Parents/carers/young person	• School/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Parents/carers/ young person	• School • Prospects/post- 16 providers • Parents/carers/ young person



TRANSITION GUIDE AGE 16-17

Year 12: Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
Consider how the annual review can be joined up with other reviews Families and young person discuss potential post-19 options with school, key workers, social care and health workers Adult assessments are taking place to ensure eligibility to appropriate services including adult care packages and informal carers Carers assessment as appropriate and consider transitional arrangements Full information to be available on personal budgets and direct payments	Talk about the young person's social group, making sure they are able to remain in touch with friends and make arrangements for socialising Is any additional advice or support required to develop or maintain friendships and/or social life? Is the young person able to: • Access local services • Travel/get out when they choose either on their own with friends or with support? • Use a telephone, mobile, email, social networking, public transport, learning to drive, using taxis etc? If not, explore possible solutions	Ensure young person/ family are in control of financial support for keeping healthy Relevant professionals work together and share information/ understand how to communicate with the young person Annual health check is in place if eligible Mental Capacity Act to be considered in relation to the specific decisions included in the PfA pathway Continuing health care (adults) assessment – consider whether this is appropriate and agree who is best placed to complete it	Think about personal budgets and how these might be used to personalise a young person's support All housing options to be clearly articulated to the young person and their family Benefits advice is available and support is in place to access this The young person has travel arrangements in place, where appropriate Local taxi drivers and local community employers/businesses are aware of the needs of young people with SEND	Ensure career plan/ vocational profile continues to be updated Plan to spend progressively more time in work-related learning or employment that the young person is interested in Continue to explore all possible options including supported employment, apprenticeships, work-based learning, work related learning at college, paid work, self-employment, higher education and volunteering

Discuss any potential transport arrangements	Identify out of school/ college activities the young person does or wants to access, including time spent away from home and area	Identify post-18 support available and pathways for accessing these If educated out of area, plans to be made for accessing City of London health services on return		
Responsibility	**Responsibility**	**Responsibility**	**Responsibility**	**Responsibility**
• School/college/ lead professional to convene a meeting with representatives from transition staff and multi-disciplinary team • Local authority SEND team • Parents/carers/young person	• School/college • Adult social care and the Disabled Children and Young People's Service (0-25) • Health lead • Parents/carers/young person	• School/college • Health • GP • CAMHS • Social care • Parents/carers/ young person	• School/ college/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Parents/carers/ young person	• School/college • Prospects/post- 16 providers • Employers • Parents/carers/ young person

TRANSITION GUIDE AGE 17-19

Year 13 – Year 14: Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
Mental Capacity Act: ensure that the young person has support to make informed decisions Young person, where appropriate, is able to articulate their hopes, aspirations and fears Personalised planning is in place which will consider: • The content of any future study programme and how it will enable outcomes to be achieved • Which professionals to be involved in future meetings • A lead professional who will monitor the delivery of actions Adult social care and the Disabled Children and Young People's Service (0-25) confirm:	Think about the young person accessing mainstream activities and social settings with or without support. Can the young person access specialist social clubs and activities via the voluntary sector? Is the young person keeping contact with friends – what does the young person want? Does the family feel supported in letting their son/ daughter access local community facilities? If not what are the solutions and who can support? How are personal budgets and direct payments being used?	Think about whether the young person can access health care independently or with support from specialist settings Ensure that the relevant health professionals are in contact with each other If the medical condition is ongoing into adulthood – complete the Ready Steady Go transition protocol Young person, family and professionals to have knowledge of the Children and Young People's Continuing Care National Framework to see if they are eligible Health lead invited to attend annual reviews	Ensuring arrangements are in place for managing the young person's money benefits – check required just prior to 19 years. This is critical to ensure that the family income is maximised Benefit advice is clear and forthcoming The young person is involved, where appropriate, in an independent travel programme with and without support There is a buddy system with friends in place to take the young person to social activities and facilities	Ensure career plan/ vocational profile continues to be updated Plan to spend progressively more time in work-related learning or employment that the young person is interested in Continue to explore all possible options including supported employment apprenticeships, work-based learning, work related learning at college, paid work, self-employment, high education and voluntary work Continue to explore the facilities in social care day services or independent day time activities and travel training

• Eligibility for support • Assessment of needs and indicative budget • Create care and support The annual review clearly articulates the PfA outcomes highlighted in this section. Particular reference to employment and training Consideration as to whether to cease the EHC plan – this is where the young person is: • Accessing higher education • Accessing paid work • Aged 18 or over and has left education and no longer wishes to engage in further learning • Leaving the local authority and moving to another area The young person can appeal if they disagree with the local authority's decision	Ensure family is accessing any information or support they need, including carer's assessments to explore their own needs Ensure that the Local Offer informs the young person and family of all the information is available Transition to adult respite services if eligible Is the young person able to: •Access local services •Travel/get out when they choose either on their own with friends or with support? •Use telephone, mobile, email, social networking public transport, learning to drive etc? If not explore possible solutions	Is the young person living and accessing a healthy lifestyle? Have they access to, and are they able to purchase healthy food? Have they access to supported cooking facilities and support?	There are a number of housing/living/ accommodation options available for the young person Families are in touch with other families in similar situations and can jointly discuss practical accommodation solutions	There are a range of voluntary opportunities available in the local area

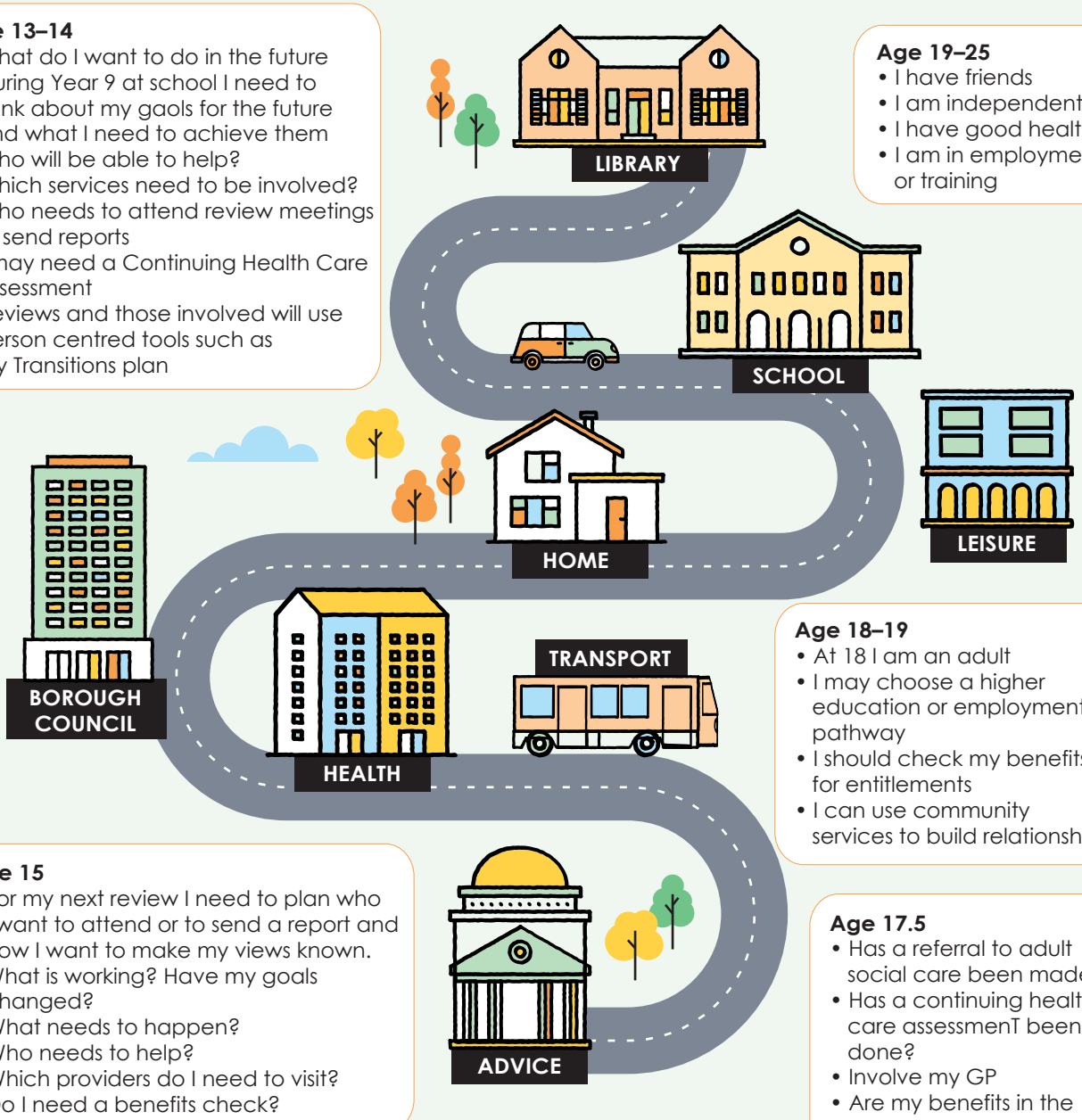
Agree information sharing protocols/joint assessments or support plans and regularity of review Identify key transition points in the pathway for adulthood - consider actions for transitions and funding arrangements				
Education, health and care plan (EHC) process	**Friends, relationships and my community**	**Good health**	**Developing independence**	**Education, training and finding employment**
Responsibility • School/college/ lead professional to convene a meeting with representatives from transition staff and multi-disciplinary team • Local authority SEND team • Parents/carers/young person	**Responsibility** • School/college • Adult social care and the Disabled Children and Young People's Service (0-25) • Health lead • Parents/carers/young person	**Responsibility** • School/college • Health • GP • CAMHS • Social care • Parents/carers/ young person	**Responsibility** • School/ college/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Parents/carers/ young person	**Responsibility** • School/college • Prospects/post- 16 providers • Employers • Parents/carers/ young person

Preparing for aduthood pathway

Helping young people move towards adult life

Throughtout the transition process
Agree with current services who will need and can be sent information about me including adult services. I will need to let my GP have information about me. Ask for each meeting to be recorded shared with the services I use/will use in adult life

Age 13–14
- What do I want to do in the future
- During Year 9 at school I need to think about my gaols for the future and what I need to achieve them
- Who will be able to help?
- Which services need to be involved?
- Who needs to attend review meetings or send reports
- I may need a Continuing Health Care assessment
- Reviews and those involved will use person centred tools such as My Transitions plan



Age 19–25
- I have friends
- I am independent
- I have good health
- I am in employment or training

Age 18–19
- At 18 I am an adult
- I may choose a higher education or employment pathway
- I should check my benefits for entitlements
- I can use community services to build relationships

Age 15
- For my next review I need to plan who I want to attend or to send a report and how I want to make my views known. What is working? Have my goals changed?
- What needs to happen?
- Who needs to help?
- Which providers do I need to visit?
- Do I need a benefits check?

Age 17.5
- Has a referral to adult social care been made?
- Has a continuing health care assessmenT been done?
- Involve my GP
- Are my benefits in the right name?
- Will I have a personal budget; who will help me with this?
- What further learning do I need?
- Where do I go for signposting and support?

Age 16
- This could be my final year at school. I will have new rights at the end of year 11: I can make some decisions. What job I want? What skills do I need? How can I be independent? Do I want to stay at school or go to college?
- What support will I have when I am an adult?

Age 17
- At my next review, update actions, think about referral to adult social care for assessment and indicative budget to help with my support planning

TRANSITION GUIDE AGE 19-25:

Preparation for adulthood – developing my lifestyle

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
The EHC plan will cease where the young person moves onto higher education, paid work, volunteering or social care services (without education) If EHC plan continues an annual review needs to be updated by college staff for the college setting and by the provider for training programme or supported apprenticeship/ traineeships Where a young person has an EHC plan and leaves education but then decides they wish to return (and are still under 25 years) the local authority will consider whether the previous EHC plan	Ensure the young person's social group is being maintained make sure they are able to remain in touch with friends and make arrangements for socialising Check if there is any additional advice or support required to develop or maintain friendships Continue to review the young person is developing skills to access local services, focusing on local travel and communication Ensure the family has information about support they can access including carer's assessment to review needs	Annual health check via GP if eligible and GP surgery is participating in the scheme Ensure that the young person knows how to keep healthy and has access to healthy food Ensure that the young person/family are in control of any financial support for keeping healthy If the young person is educated out of the area, plans about accessing City of London health services on their return should be made Health service professionals are in contact with each other	The young person may live at home, independently or in supported living setting and receiving housing benefits. Young person and family need to be aware of the various options and be supported by the relevant professionals Some may live in college or a residential care setting – it is essential that the young person and family is able to access information about potential options with the Local Offer being the starting point Ensure that there is access to an advocate for the young person to aid greater independence, if there is a need	Ensure career plan/ vocational profile continues to be updated Continue to explore all possible options including supported employment apprenticeships, work-based learning, work related learning at college, paid work, self-employment, high education and voluntary work Consider support required for young person to access services via Job Centre Plus e.g. disability employment advisor and Access

ments in place to secure appropriate provision and outcomes Job applications, work experience or further study are planned as required by the young person Identify key transition points in the pathway and journey – consider actions required to make these transitions as smooth as possible	Review the young person's access to social media and update/support as necessary Investigate any specialist social groups/ youth groups that the young person may want to attend and/or buddy up with others who are in the same position to create their own groups supported by personal budgets/ direct payments etc	The young person may rely on family for good access to health care – ensure that the family has the appropriate support. Steps in place to encourage more independence		
Responsibility	**Responsibility**	**Responsibility**	**Responsibility**	**Responsibility**
• Education provider to host/ lead professional to convene a meeting with representatives from transition staff and multi-disciplinary team • Local authority SEND case worker team • Parents/carers/ young person	• College • Adult social care and the Disabled Children and Young People's Service (0-25) • Health lead • Parents/carers/ young person	• College • Health transition lead • GP • CAMHS • Social care • Parents/carers/ young person	• College/lead professional • Local authority to ensure that all the information is on the Local Offer and easily available • Adult social care and the Disabled Children and Young People's Service (0-25) • Parents/carers/young person	• College • Prospects/post-16 providers • Career support advisor • Employers • Voluntary groups • Parents/carers/young person

Where to get local independent help and support

You can get support and advice for you and your family on a wide range of SEND-related issues from:

- City of London Family Information Service (CFIS) and SEND local offer website holds information about a wide range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, children's centres, play schemes and leisure opportunities. https://www.fis.cityoflondon.gov.uk/
- Tower Hamlets and City of London SEND Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice about education, health and social care for families of children and young people with SEND up to the age of 25. The service can also support and advise in relation to an EHC plan needs assessment. https://www.towerhamletsandcitysendiass.com/
- City and Hackney Carers Centre offers information and support to carers across the borough and advises them about their rights and needs, as well as support for mental wellbeing and help to access respite support and grants. https://www.hackneycarers.org.uk/
- Some families like to speak to other parents/carers about their experiences. City of London Parent Carer Forum (CPCF) is the main network for parents/carers of children with SEND in the borough. For more information about the group visit https://www.fis.cityoflondon.gov.uk/send-local-offer/city-parent-carer-forum



City of London Local Offer

City of London's Local Offer www.cityoflondon.gov.uk/localoffer has information about health, education and social care services for children and young people with SEND aged from 0 to 25. It allows parents, carers and young people to find out about what services are available - and how to access them - all in one place. The information on our Local Offer is reviewed regularly with parents, carers, young people, professionals in education, children's and adult social care, health, third sector and private institutions, charities and employers as part of our co-production process. These stakeholders are invited to take part in forums or contact us directly with comments and suggestions. The information included on the Local offer is listed here:

- Early years provision, childcare providers, schools and children's centres
- Local health services
- Information about education, health and care (EHC) plans
- How children without an EHC plan are supported in school
- Council services that support children and young people with SEND
- Targeted services for children and young people with additional needs including speech and language therapy, occupational therapy, physiotherapy and CAMHS
- Information about how to get a diagnosis of SEND
- Leisure, sports and arts opportunities for children and young people with SEND
- Specialist services for children and young people with high needs, including continuing health care and specialist community nursing
- Information about grants and benefits that you may be entitled to



- Support to help you and your child prepare for adulthood
- Local and national organisations that support families of children with SEND

Also included on the Local Offer is a 'hub' dedicated to young people with SEND. We've called this the Transitions Hub but known nationally as Preparing for Adulthood. https://www.fis.cityoflondon.gov.uk/send-local-offer/preparing-for-adulthood To make it easier for you to search, the services in this section have been divided into the four preparing for adulthood areas.

- My education
- My health
- My job (employment)
- Independent living

Checklist for moving on

Checklist	Tick box	Notes
Attend Transition reviews held at young person's school from Year 9 onwards	☐	
Visit the Haringey Local Offer website for information and how to get involved with thelocal Parent Carer Forum	☐	
Visit the Haringey information and advice website for support when young person turns 18	☐	
Has an Annual health check been completed by the GP?	☐	
Make sure young person has a health action plan and hospital passport if required	☐	
Attend Transition events	☐	
Ensure you know the names and contact details of professionals involved in the transitions arrangements for the young person	☐	
Gain careers advice about propective training	☐	
Visit colleges and providers that the young person may be interested in attending	☐	
Check the Education and Health Care Plan is up to date and that the adult support plan has been agreed if eligible	☐	
If not eligible for Adult socialcare and the young person is not continuing aducation, ensure SEND or Adult social care refers young person to employment pathways	☐	
If in receipt of Continuing Care (via NHS) check for Continous Health Care assessment at age 17.5	☐	
Contact Citizens Advice Haringey to check benefits entitlement	☐	
Does young person need to consider housing options for independent living?	☐	

Useful acronyms

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder (also known as Autistic Spectrum Condition (ASC))
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Service
CLDD	Complex Learning Difficulties and Disabilities
CVI	Cerebral Visual Impairment
CYP	Child or Young Person
CSE	Child Sexual Exploitation
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
DLA	Disability Living Allowance
DSA	Disabled Students Allowance
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychology
EYFS	Early Years Foundation Stage
FE	Further Education
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.
HI	Hearing Impairment
LA	Local Authority
LI	Language Impairment
LINS	Low Incidence Needs Service
LPS	Liberty Protection Safeguards
MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf
VI	Visual Impairment
VOCA	Voice Output Communication Aids
YOS	Youth Offending Service

Top tips

Benefits

Check child is receiving all the benefits that they may be entitled to. Consider getting a benefits check at your local Benefits Agency office, Citizen Advice City of London, or City of London Carers Centre.

Communication

Make sure providers are kept up-to-date with the young person's preferred way of communication.

Get involved

Attend your child's transition review meetings, information evenings and job fairs.
Information and advice: Visit websites including City of London's Local Offer, City of London Children and Families Information Service (CFIS) and City of London SENDIASS.

Life skills and independence

Encourage your child to be involved with cooking, laying the table and other household chores.

Money management

Encourage your child to pay for items when out shopping and aim to increase their knowledge of the value of money.

Network

Join City of London Carer Parent Forum (CPCF) to exchange information and get mutual support.

Plan for change

Practise what to do in emergencies i.e. make sure your child has telephone numbers of who to contact, address of where to go and what to do because of a sudden change in routes, i.e. bad weather.

Post-16 options

Visit possible local provision such as 6th form centres, college open days and job fairs.

Socialising

Talk about making friends, boyfriends, girlfriends /relationships. Encourage the young person to go out and about. Talk to your child about leaving school. What they are interested in and what do they want to do?

Travel

Encourage independence as much as possible. Plan and practise routes and get a valid Oyster Travel card.

19-25 options

Explore options such as employment (The Job Centre's Central London Works programme), supported internship opportunities or local apprenticeships.



If you would like this information in another language or another format such as Braille, Large Print or Audio Tape, please contact the Family Information Service on 020 7332 1002, or email us at eeyservice@cityoflondon.gov.uk



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