

Transitions and Preparing for Adulthood (PfA) Guide

Introduction

Our vision in Waltham Forest is for all children and young people with special educational needs and/or disabilities (SEND) aged 14-25 living in WF have good social relationships, stay healthy and are supported to become as independent as possible.

Waltham Forest Council, Waltham Forest Clinical Commissioning Group (CCG), North East London Foundation Trust (NELFT), Education, Police, SENDIASS Youth Forum and Parent Forum have high ambitions for all young people focusing on preparing them for adulthood at age 14 years, and will work together to inspire and support children and young people **to be resilient and healthy** have fulfilling lives.

We aim to continue this work and strengthen our offer in relation to the following four main areas:

independent living – Feel connected within community enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living.

participating in society – Be Resilient and Independent including having friends and supportive relationships, and participating in, and contributing to, the local community.

education, employment, training and volunteering – Be Ambitious and enable young people to reach meaningful occupation and/or employment including exploring different training options such as supported internships, apprenticeships and traineeships, support for becoming self-employed and help from supported employment agencies.

being as healthy as possible in adult life – Improve young people's understanding of their health and wellbeing needs' including how to stay safe, achieve good health/well-being, knowing what health services are available and how to access them.

About this guide

WHAT IS TRANSITION?

This guide is about transition to Adulthood. Transition means change, such as when moving from children, school and families services to adult services. This can be from the age of 14 years to 25 years. Transition also means changes that happen in a person’s life, like getting a job, finding somewhere to live and being more independent.

WHO IS THIS GUIDE FOR?

This guide is for parents and carers and the professionals working with children and young people in the borough who have accessed SEN support at school, are home educated and/or have an Education Health and Care plan. It outlines the information, advice, support and services to help young people to achieve their best outcomes.

Please also refer to our ‘Easy Read’ guide for young people.

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EARLY PREPARATION

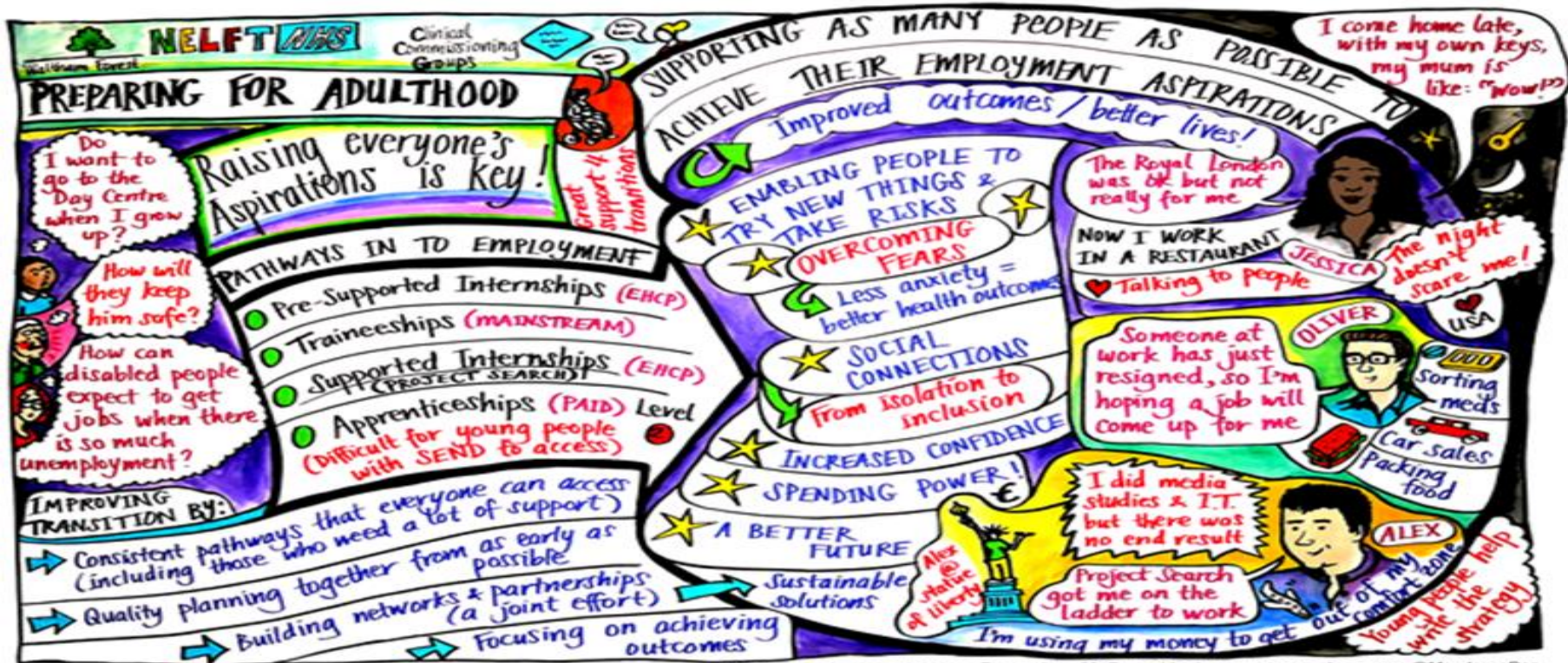
It is never too early to start preparing for adulthood. Parents and professionals can start these discussions at any time with young people to help them understand their own interests and aspirations for the future.

1. What does your child enjoy? (either at school or home)
2. Do they have any hobbies/interests?
3. What kind of activities do they show an interest in?
4. When you think of your child:
 - Do they like being with people?
 - Do they like working with animals?
 - Do they prefer working outside or indoors?
 - Do they like arts/music?
 - Do they show a creative attitude?
 - Do they like working with their hands?
 - Do they like order, detail or numbers?
5. Are they outgoing or do they like to keep to themselves?
6. How do they like to learn?
7. What is important to them? (e.g. staying near home or being independent)
8. Do they want to discover new places and people?
9. What kind of environment suits them, busy and noisy or quiet?
10. Do they know what work they want to do?

Having the above conversations will help you and your child understand what motivates them and what they want to do in adulthood. They can also be part of discussions at school during reviews.

SCHOOLS & PREPARATION FOR ADULTHOOD 0-14

Topics taught in school from the ages of 0-14 may not be called 'Preparing for Adulthood', however many things taught at an early age do plant the seeds for work that will be done later. For example enjoyment of lego may lead to an interest in being a car mechanic.



LEGAL RESPONSIBILITIES OF THE LOCAL AUTHORITY

This guide sets out how services should work together to support young people with special educational needs, disabilities, learning difficulties and mental health needs, to prepare for adult life.

The local authority has the following legal responsibilities for young people in year they are 14 years, up to 25 years including :

- information, advice and support is available directly to young people; independent of their parents if that is what they want
- reviews of EHC plans for young people from age 13/14 (Year 9) , are focused on preparing for adulthood
- access to support from an independent careers advisors. The school and college will need to arrange this.
- services provided by the local authority and Adult social care and housing help prepare the young person for adulthood
- timely Adult social care transition assessment for young people with SEND or disabilities if needed

This guide will help you parents and professional, and young people themselves, to understand how Waltham Forest implements its duties

1.0 When do young people start to make decisions for themselves

The Special Educational Needs and Disability (SEND) Code of Practice 2014, states that local authorities and partner agencies should involve children and young people in all decisions that affect them.

After the age of 16 years, young people are the decision maker rather their parents. Parents can still be involved in discussions about the young person's future. There is more information about this in the section below called 'Mental Capacity Act'.

Young people can ask parents and relatives for help with:

- attending meetings
- filling in forms
- getting letters on their behalf.

This is important for young people who are 16 or 17 years old, as parents still have responsibility for them until the young person is 18 years old

After the age of 16 years, young people have the right to make requests and decisions under the Children and Families Act 2014 without their parents. This includes the right to:

- ask for an assessment for an Education, Health and Care (EHC) plan;
- say what they want included in their plan;
- ask for an education setting to be named in their plan;
- ask for a Personal Budget as part of their EHC plan;
- appeal to the First-tier Tribunal (SEND) if they are not happy with their plan.

Parents and family members can support young people to make decisions, or act on their behalf if this is what they want. The local authority, schools, colleges, health services and other agencies should continue to involve parents until young people are 18 years old, although the final decision lies with the young person.

INFORMATION, ADVICE, SUPPORT & ADVOCACY

A family member, friend, advocate or independent advocate appointed by the Council can help the young person to represent their interests. Information on local advocacy services can be found at:

Independent Advocacy Citizen's Advice Services - <https://www.walthamforest.gov.uk/content/independent-advocacy>

Advocacy for people with mental health need - <https://www.pohwer.net/waltham-forest>

Advocacy for people with acquired brain injury - <https://ch1889.org/waltham-forest-advocacy>

Young people and their families can contact [SENDIASS, the Independent Advice and Support Service](#), at any time for advice and support on services for people with special educational needs and disabilities Tel: 020 3233 0251

<https://www.walthamforestsendiass.org.uk/>

Young people can contact the service directly with questions from the age of 14 years, with their parents consent.

2.0 What happens if young people find it difficult to make decisions?

The Mental Capacity Act 2005 (MCA) relates to people aged 16 years and over. It is assumed a person can make their own decisions unless an MCA assessment has shown that they cannot. More information is here:

<https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/>

and also here:

<https://www.mencap.org.uk/advice-and-support/mental-capacity-act.>

These assessments are made by a social worker or a professional who knows the person well, and need to be about decisions that young people are trying to make.

If they cannot make a decision, The Mental Capacity Act says that they should be helped to make decisions for themselves, but if they cannot, then a decision may be taken in their best interest after this has been discussed with the young person, the professionals that work with them and those who advocate on their behalf.

Sometimes a person can make a decision that their parents or those close to them do not agree with, but it must be remembered that the person may not always make wise and well informed decisions, just like any other adult!

If there are worries that the decision the young person is making is unwise, e.g. not taking your medicine, then professionals may meet in a 'best interests' meeting. This meeting will decide what is the best course of action.

If it is found that the young person needs support with the majority of decision making, parents or carers can apply to the Court of Protection to become a Deputy. If awarded, they can make decisions on financial and welfare matters after the young person is 18 years old. 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 who lack mental capacity
- giving people permission to make one-off decisions on behalf of a person who lacks mental capacity
- making decisions about a lasting power of attorney or enduring power of attorney
- making a decision about applications to make statutory wills or gifts
- making decisions about when someone can be deprived of their liberty – this is a decision that needs to be taken if a young person is attending a residential school

The right to make decisions for someone else- Power of Attorney or Deputyship?

How decisions are made for someone else will depend if the disabled person can make decisions for themselves. The law calls this 'mental capacity'.

Power of attorney (POA)

A power of attorney is only useful if someone is over 18 and has mental capacity. POA only gives a person the right to make decisions for a disabled person if they do not have mental capacity now for financial decisions. The person must agree and sign the POA form. This could give the person the right to make decisions in the future if the disabled person's condition changes and they then do not have mental capacity.

If someone does not have mental capacity, the Court of Protection could give you this right by making a parent or carer a Deputy.

Deputyship

A parent or carer could get the legal right to make decisions for someone if they cannot make their own decisions. More information is here:

www.gov.uk/become-deputy

[Apply to the Court of Protection \(GOV.UK\)](#)

The Court will decide if the person has mental capacity. If the person does not, the court will decide if a parent or carer should have the right to manage the person's finances.

3.0 How will the Education Health and Care Plan (EHC plan) support with Preparation for Adulthood?

The EHC Plan should be used to identify aspirations and turn these aspirations into practice. Sometimes young people need support with this through careers advice and guidance about what they want to do in the future. This should be in the Education, Health and Care Plan. Outcomes in the plan should relate to preparation for adulthood.

Careers Advice will be arranged by the **mainstream** or **special school** as outlined here: <https://thehub-beta.walthamforest.gov.uk/careers-statutory-guidance>

The school or college will need to buy this service from the WF council website in the hub (traded section)

There is also information on the Waltham Forest Website on employment. This can be found at:

<https://www.walthamforest.gov.uk/content/youth-employment-hub>

How young people achieve their aspirations is actively monitored and supported through the annual review process.

Young people aged 14-19 that continue education, and those who have an EHC plan, aged up to age 25, should have a clear study plan. The plan should enable young people to achieve the best possible outcomes in adult life. The Year 9 EHC plan review (aged 14 years) and every annual review after that, must focus on preparing for adulthood. This should include the following areas:

- finding suitable post-16 pathways that lead to outcomes for employment or higher education;
- training opportunities;
- finding a job and help to understand benefits;
- preparing for independent living, including exploring decisions
- helping you understand health needs and how they can be met

The Annual Review process

The annual review should discuss:

- if the person wants to stay in education
- the sort of job they might want to do
- where they want to live in the future and the support they will need;
- housing benefits and money matters
- if they need support to look after themselves in the future and eligibility for social care
- maintaining good health and wellbeing in adulthood
- helping them understand which health professional will work with them. This may include the production of a Health Action Plan, and prompts for annual health checks for young people with learning disabilities from their GP
- travel support to enable independence
- participating and maintain relationships in the community – including support on activities in the community

Reviews should be person-centred, consider what is working, what is not working well and what is important to the person.

The Year 9 – year 14 Annual Review will focus on support with:

- Education,
- Health and Well-being,
- Community Interaction and engagement
- Future living arrangements
- Transition of services to adult health and adult social care

for more information on preparing for on year 9 annual review, and onwards look here:

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/year-9-annual-review-guide.htm>

Choosing a school or college (Post 16)- Year 11 Annual Review

The timing of the year 11 annual review is important. The Local Authority will need to update the plan with the young person's chosen destination by the 31st March. They need to have chosen the course and college before December to make sure they get the destination they want.

Colleges and settings have open days. Young people should visit the colleges to make sure they are choosing a setting and course they want. Young people could ask to look around colleges earlier so they know what the building looks like.

Transition planning will start from March onwards but will vary from setting to setting.

At the annual review the school will ask young people to consider their preferred school sixth form or colleges. Applications need to be in by January or February. Young people can apply earlier if they are confident about the choice of setting they want to attend.

If the young person is happy to share information about their Education, Health and Care Plan, the Local Authority SEND team will **consult** with the preferred education setting from February onwards, and give the setting 15 days to respond. That is to see if they can meet the young person's needs.

The law says that the Local Authority, when consulting, gives the education provider the right to consider, in accordance to the SEND Code of Practice whether:

- (a) the school/college is suitable to the young person's age, ability, aptitude or SEN
- (b) the placement would be compatible with the efficient education of the other young people with whom you would be educated,
- (c) the placement would be compatible with the efficient use of resources.

How schools and colleges can help

Schools and colleges should also provide young people with independent careers advice. The advice will help with career aspirations and ambitions for employment. They should offer opportunities for taster sessions, work experience, mentoring, inspiring speakers/ role models to help young people to make informed decisions about what they want to do.

Schools and colleges should ensure courses, do not repeat learning young people have already completed.

If the young person has an EHC plan, it may be possible to fund packages of support across education health and social care that cover five days each week, and include activities out of college. The support package may be in a range of community settings.

The 16-19 Bursary Fund helps 16–19-year-olds continue further education by helping to pay for the cost of transport, food or equipment. Young people in Care, Care Leavers and people with disabilities can make an application to their college for up to £1200. See the Gov.uk website on:

<https://www.gov.uk/1619-bursary-fund>

How support for young people with special educational needs and disabilities at college is funded

Some young people with SEND have their needs met from the college's core funding. If the cost of support is more than the core funding, additional funding (known as Top-up) can be paid by the local authority where the young person lives. This is part of the High Needs Funding system. High Needs Funding is for:

- students aged 5 to 18 with an EHC plan
- those aged 19 to 25 in general Further Education institutions and Specialist Post-16 Institutions (SPIs) who have an EHC plan and require additional support costing over £6,000

High Needs Funding cannot be used to fund students aged over 19 who do not have an EHC plan.

The Education and Skills Funding Agency is responsible for funding adult learning. This includes learning for those aged 19 and over with learning difficulties and/or disabilities who do not have an EHC plan.

There may be times when the college asks for fees and these will be based on any trips or field studies or specialist equipment, for example; uniforms for hairdressing.

What types of Colleges are there?

Young people can choose to:

- Stay at your current school if it has a sixth form
- Move to a sixth form college
- Go to your local Further Education college
- Move to a Supported Internship, Apprenticeship or Traineeship

Each setting will have its own applications process.

School Sixth Form in the current school

If young people wish to stay on in their current school sixth form, then it is important that they understand what the entry requirements are for the courses that they choose. The head of year should be able to tell young people about this or it will be published on the school website. Young people will need to follow the school sixth form application process and be aware that this may be earlier than if they were leaving school to attend a 6th form college. Young people can look on the 6th form's websites to find information on open days and visits.

Sixth Form College

If young people wish to attend another school sixth form, then they will need to check which A levels are being offered, and what the entry requirements are. Young people should be able to find this out on the college websites. Young people will need to follow their application process to secure a place.

Special School

If young people are planning to stay on in special school, they should fill in the "preferences form" sent by the SEND team so that they can plan and make sure that young people have all the right support.

General Further Education College

If young people decide that they want to go to college to undertake qualifications that will enable them to gain employment, then they will need to apply to colleges in September of the previous year. Young people should attend Taster days in the Summer Term. They can ask if the colleges will allow additional taster days if they more time to make a decision.

Each college will have their own entry criteria. Young people should check their websites to choose the best course, and when they should apply. Some colleges have more than one recruitment process in a year, so they need to ask the colleges when they will be recruiting.

If young people are going to Waltham Forest College, all the courses are published online, and they can apply online. Once the college receives their application form then they will contact the young person for an interview.

If young people are not successful for their chosen course, the college may offer them another course that will enable them to get onto their chosen course the following year or within year. Please ask the colleges about this.

Preparing for a college interview

Young people should ask their school to support them from year 9 onwards in practising preparing for an interview, and in writing a Curriculum Vita (CV).

The timing for the applications for Waltham Forest College applications is below as an example:

Timeframe	Stage
January/February	Fill out college application form (tick EHC section)
4-6 weeks after their application is received (January onwards)	Invited to attend curriculum interview (email EHC and supporting documents to learning.support@walthamforest.ac.uk) Young people may need to complete an assessment to check their eligibility for the course in English and Maths
By end of March	Inform the LA SEND officer of chosen course by emailing sen@walthamforest.gov.uk
Before Easter	The LA SEND will contact WFC and sent a consultation
April/May	Attend learning support interview at the college
June/July	Transition/taster days
August 23 rd Onwards	Fully enrol at the SEND enrolment day with support staff – young people will be booked for a personal appointment
September	Induction and first day (timetable received)

If young people are going to a college that is outside of Waltham Forest, they may be able to apply online on their websites like the one above. Not all colleges have an online application process.

Your Rights

If your son or daughter does not wish to let the education provider know that they have an Education, Health and Care plan, they do not have to. However, this could mean that the young person will not get the support that they need, and this could prevent them from succeeding on their course.

Things to know about course Levels

Pre- Entry Courses, Entry 1, Entry 2, Entry 3 and Asdan courses are the first level of courses in a college. They will prepare young people to either become more independent, or to improve their life skills.

Level 1: These courses are equivalent to GCSE Grade 4

Level 2: These courses are grade 5 and above

Level 3: These courses are A level equivalent

Level 4: These courses are equivalent to first year of university.

Ceasing an Education Health and Care Plan

Young people will keep their plan if they go to college. A local authority can only cease to maintain an EHC plan if it determines that it is no longer necessary for the plan to be maintained. This would be if:

- Young people have taken up paid employment (excluding apprenticeships);
- Young people have started higher education (university);
- Young people are aged 18 or over and have left education, and no longer wish to engage in further learning
- Young people are 25 or over
- Young people have met their outcomes as specified in their EHCP.

The local authority will do this by issuing a “cease to maintain notice” in writing stating the reasons why. They will do this after consulting with young people, parents and head teacher of the school or college. You and your son/daughter can appeal if you disagree with the Local Authority’s decision by

contacting the SEND team in the first instance on senteam@walthamforest.gov.uk. If they are not able to resolve your concerns, and are still unhappy with the decision, you can ask for support from SENDIASS

What happens if the young person wants to go to University?

To get into a university course, the right A levels and GCSEs are needed. Choosing the right GCSE options at year 9 is important.

Before thinking of going to university, young people should consider:

- What course do I want to do?
- What career opportunities will it provide me with?
- Do I want to live near home or further away from home?
- What support will I need?

It is important therefore that young people check and visit the university that they are interested in during Year 10 and Year 11 and that they follow their application process. It is important to visit universities in year 12 and 13, and do a UCAS application during year 12 and at the beginning of year 13. Young people can ask colleges for help with preparation of their personal statements. Do not forget to include achievements such as Duke of Edinburgh Awards, any peer mentoring, support or tutoring young people have carried out.

The Young person will have to apply through UCAS for a place. UCAS will inform the person of what to do if they do not get their predicted grades.

If the young person believes that they will still need support to access the course of their choice, they will need to apply for a Disabled Students Allowance (DSA). They will need to apply for this at least six months in advance for it to be available when they start their course.

If the young person requires any social care or health input, then they should contact the Local Authority and Health authority in the area where the university is, and they will provide the relevant support.

Once started at University, the local authority will cease the Education, Health and Care plan. Please discuss with the SEND Case officer if the young person has any support needs so that they can help with any transition arrangements. (See [Higher Education on the local offer website](#))

<https://www.ucas.com/>

<https://www.gov.uk/disabled-students-allowances-dsas>

4.0 What happens after school or college?

The young person might want to access employment support or training. They will keep their EHCP if they go into a Supported Internship, Internship or Apprenticeship. These types of support into employment are called ‘the three ships’ in Waltham Forest. Their Education Health and Care Plan will not cease until they have a plan to meet the young person’s needs in all the areas e.g. Independence, support into society, staying healthy and getting a job.

If young people are working full time their Education Health and Care Plan will cease.

EMPLOYMENT PROGRAMMES

If young people do not want to enter an education programme, these are the options that can be considered to enter employment.

Internships – these are employment programmes where young people can have the option to either learn about a job with support or learn about different roles in a job.

For some Internships young people will receive an allowance and others will receive a reduced salary but will gain all the experience to work in the company and gain a recognised qualification.

Supported Internships: These are jobs where young people will be shown how to do a job with a job-coach.

In Waltham Forest, we are always developing our internships. Most of the local colleges now develop their own internships: The following internships are available:

- Interns and Outturns with MENCAP



- Project Search.
- Ellingham

MENCAP

The MENCAP employment programme will identify an employer for young people and will find an internship in an area that they are interested in.

<https://www.mencap.org.uk/interns-and-outcomes>

PROJECT SEARCH

The Project Search Internship is based in the public sector in local hospitals. Young people will undertake experience in three areas of the hospital, and this will give them the chance to find a place in the hospital that they would like to work in. To find out more about project search click the link below:

<https://www.whitefield.org.uk/projectsearch>

Project Search will be named on the Education Health and Care Plan. this will need to be raised in the annual review in year 11 so it can be named on their EHCP before the March 31st deadline.

ELLINGHAM

I Can Venture

I Can Ventures offer a range of modern, fun and **quality activities** for people with Learning Disabilities.

The day activities are based upon on 4 pillars of empowerment:

- Independence
- Work
- Healthy Living
- Inclusion

Activities take place both in house and out in the community. There are good local transport links. There are also work related opportunities to participate within one of the **Social Enterprises**.

Ellingham are an ASDAN accredited centre and offer a range of programmes and qualifications to develop key skills, skills for employment and life skills. They will help young people to develop a learning programme and track their goals and achievements.

<https://www.ellingham.org.uk/i-can-ventures>

Pre-Internship

Pre-Internships prepare young people for an Internship. Young people will learn how to present themselves to an employer, how to write an application and will gain work-experience, whilst still undertaking a study programme.

- **Tottenham Hotspur**

At Tottenham Hotspur pre-internship programme, young people can gain experience working on the grounds of the football site whilst still studying at the college. To find out more contact Tottenham Hotspur pre employment programmes which is run with Waltham Forest College:

<https://www.tottenhamhotspur.com/the-club/foundation/employment-skills/>

Apprenticeships

Apprenticeships support young people to gain experience and at the same time study for a qualification.

There are national websites where young people can find an apprenticeship. Most colleges have links to apprenticeships. Contact the college to see if it would be suitable.

Waltham Forest also have a sports apprenticeship with GLL who operate the Better Gyms

<https://www.gllcollege.co.uk/apprenticeships/>

National Apprenticeships website: <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Internships

<https://www.mencap.org.uk/interns-and-outcomes>

<https://www.whitefield.org.uk/projectsearch>

5.0 Accessing Social Care support if needed

The local authority has a duty under the Care Act 2014 to carry out a needs assessment for young people, if the person thinks they will need support once they turn 18. This may lead to:

- services to support young people
- a carer
- signposting to services in the community so young people can remain as independent as possible.

The SEND officer will complete a Care Act Screening tool at 17 years. Before the young person is 18 years, a social worker will start to do a Care Act Assessment.

Care Act Screening Tool (CAST)

The Care Act Screening Tool will be used to help young people plan for the future. It will ask a series of questions about their needs. The service will use this information to make sure that when young people are ready to leave education, we will have the right staff and support services in place for young people.

Care Act Assessment

During the Care Act assessment, a social worker will identify with the young person and their family any support needs. If young people are getting support from family at home, including siblings or family friends then they can also ask for a Carers assessment - see here for more information;

- <https://www.carersfirst.org.uk/waltham-forest/carers-assessments-waltham-forest>

Once the person's needs have been identified, the social worker will talk through options with young people and their parent or carer. This could include:

- Attendance at a Day Centre
- Direct payment
- Domiciliary Care
- Medical Support – such as Occupational Therapy, psychological support, physiotherapy etc
- Respite care – this might mean going out of the home or people coming to the home to give the young person and their regular carers a break

If young people have had respite services or personal budget in children's services, and qualify for services in adulthood, young people can ask for a personal budget to become a direct payment

With a Direct Payment young people can be given the money for some services and or manage the money themselves. This means young people are responsible for buying the support or service and paying for it.

Advice and Support with Direct Payments

Having a Direct Payment is one way of taking a Personal Budget, but it is not the only way, and young people do not have to do it on their own. It is also possible to have a Third Party Arrangement to manage a Direct Payment. The Local Authority or Clinical Commissioning Group must explain these options to young people and tell them what they can spend their Personal Budget on. They must also tell young people about the local organisations that can help and advise them. For example [Citizens Advice Waltham Forest](#), [SENDIASS](#) or [Waltham Forest Parent Forum](#) may be able to help.

What can Direct Payments be used for?

Young people can request Direct Payments from all services. For social care, local authorities must offer Direct Payments.

For education and health care, there are some conditions:

Direct payments can be used for special educational provision in a school or college only if the school or college agree. Local authorities can refuse a Direct Payment for special educational provision if it would make things worse for other children and young people with an EHC plan, or if it would be an inefficient way to pay for services.

For health direct payments, there must be agreement about managing risks. A named person who will be responsible for managing the healthcare that's been agreed in a young person's plan. NHS organisations will also want to ensure value for money.

For further information on Personal Budgets and Direct Payments see the Kids website:

[Making it Personal: A Family Guide to Personalisation, Personal Budgets and Education, Health and Care Plans](#)

6.0 Finance and Benefits

Benefits

The benefits system can be complicated because it is different for everyone. Young people need to understand which benefit they need to claim and how their claim will benefit the young person and their family.

If the person is on a low income, have an illness or disability, or are a carer, they may be entitled to claim for extra money from the [Department for Work and Pensions](#) to help them with living costs.

To can find out what young people might be able to claim look on the websites below.

[GOV.UK – Benefits Calculators](#)

For more information young people can also contact [Citizens Advice Waltham Forest](#)

[Further information about benefits can also be found in the following guide:](#)

[Money Matters: Information for Parents of Disabled Children in England and Wales](#)

When young people become 16 years old Disability Living Allowance will cease and young people will need to apply for PERSONAL INDEPENDENCE PAYMENT(PIP)

Personal Independence Payment (PIP) is a benefit that replaces Disability Living Allowance (DLA) for people between 16 and state pension age.

Although PIP looks similar to DLA in some respects, it uses entirely different rules to decide whether young people qualify for the benefit, and at what rate.

Most people will also be asked to attend a face-to-face meeting with a health professional when they are being assessed for PIP.

PIP is similar in some ways to DLA – it is not means-tested and is not based on National Insurance.

PIP has two components, Daily Living (instead of Care) and Mobility. There are two rates of each component. There is a daily living component and a mobility component. Depending on the person's needs, young people may qualify for one of these components, or for both at the same time.

PIP is not means-tested so it makes no difference what savings or income young people have. It can also be paid regardless of whether they are working, and it does not depend on National Insurance contributions.

If the person starts to get PIP this does not mean that they will lose any benefits.

For more information on PIP go to: [pip_guide.pdf \(contact.org.uk\)](#)

EMPLOYMENT & SUPPORT ALLOWANCE (ESA)

Employment and Support Allowance (ESA) is a benefit for people over 16 whose capacity for work is limited by their health problems.

There are two types of ESA: contributory ESA, and income-related ESA.

Most young people can no longer get Employment and Support Allowance (ESA) and have to claim Universal Credit instead. Universal Credit has now replaced new claims for income-related ESA. It is no longer possible to make a new claim for income-related ESA unless the person is a disabled adult who is

entitled to a payment known as the severe disability premium as part of another means-tested benefit. And while new claims for contributory ESA can still be made, most young people won't have worked and paid sufficient national insurance contributions to qualify.

If your son or daughter does get ESA, you cannot get tax credits or benefits for them as a dependent child.

CARERS' ALLOWANCE

This is extra money for carers who care for someone who gets PIP daily living component at any rate, or DLA care component at the middle or highest rate for more than 35 hours per week.

Eligibility depends on the circumstances and weekly earnings of the carer.

As a parent, you can't get Carer's Allowance if you are a full-time student, or if you earn more than £128 per week after deductions. If you are on Universal Credit and the only thing that stops you getting Carer's Allowance is your earnings, you should still get an extra payment known as a carer addition as part of their Universal Credit award.

How does Carer's Allowance affect other benefits?

Means-tested benefits

If you are claiming a means-tested benefit such as Income Support, Housing Benefit or Universal Credit, any Carer's Allowance is taken into account as income when calculating these other means-tested benefits. However, to ensure people are better off an extra amount known as the 'carer premium' (carer element in Universal Credit) is added to that means tested benefit.

Non-means-tested benefits

You cannot be paid Carer's Allowance at the same time as certain other non-means-tested benefits like contributory Employment and Support Allowance or State Pension.

However, it is still worthwhile making a claim for Carer's Allowance in these circumstances. By making a claim you will establish an "underlying entitlement" to Carer's Allowance. This means you will be counted as a carer for means-tested benefits, and these will be calculated more generously with a carer premium being added into your payments.

Tax credits

Carer's Allowance is treated as income for tax credits purposes. Despite this you are usually left better off after making a claim. This is because the amount of Carer's Allowance paid is greater than any drop in tax credits.

To avoid an overpayment, it is important that you let the Tax Credit Office know that you are getting Carer's Allowance.

Benefits if young people are not working

UNIVERSAL CREDIT

Universal Credit is a benefit for people aged between 16 and pension credit qualifying age. It can be paid to people who are out of work and to those who are in employment. It is replacing most of the existing means tested benefits for people of working age with a single monthly payment. These benefits are called 'legacy' benefits. They include:

- Income Support • Housing Benefit • Child Tax Credit • Working Tax Credit
- Income-based Jobseeker's Allowance • Income-related Employment and Support Allowance.

Other benefits such as Carer's Allowance, Child Benefit, Disability Living Allowance (DLA), Personal Independence Payment (PIP), and Council Tax Reduction will remain and can be paid alongside Universal Credit.

If young people claim Universal Credit as a disabled adult any tax credits or other benefits parents can get for young people (other than DLA or PIP) will stop. Seek advice about this.

[universal_credit_young_person.pdf \(contact.org.uk\)](#)

For more information and advice about benefits contact [Citizens Advice Waltham Forest](#)

7.0 Support with managing money

If your son/daughter would like someone to support them with managing their finances, they can ask someone to become an appointee on their behalf. More information is below:

Becoming an appointee for someone claiming benefits

Your son/daughter can ask someone to apply for the right to deal with their benefits if they cannot manage their own affairs. This is an appointee.

Only 1 appointee can act on behalf of someone who is entitled to benefits (the claimant) from the Department for Work and Pensions (DWP).

An appointee can be:

- an individual, for example a friend or relative
- an organisation or representative of an organisation, for example a solicitor or local council

Appointee's responsibilities

An appointee is responsible for making and maintaining any benefit claims. they must:

- sign the benefit claim form
- tell the benefit office about any changes which affect how much the claimant gets.
- spend the benefit (which is paid directly to young people) in the claimant's best interests.
- tell the benefit office if young people stop being the appointee, for example the claimant can now manage their own affairs.

Apply to become an appointee.

Who you phone to apply to depends on the benefit.

More details can be [found here](#)

8.0 What happens if the person does not want a Care Act Assessment, or is not eligible for services?

Finding out about leisure activities and hobbies

It is important that young people maintain friendships after school ends. Local community centres, libraries, clubs, churches, galleries, cafés and schools offer a range of daytime and evening events and activities to help make new friends. These range from dance classes, music, singing as well as Scouts, Guides, art and pottery. Information is publicised on noticeboards and the internet. Information at the end of this booklet will help young people find something of interest.

If your son/daughter does not meet Adult Social Care eligibility, then there may be support in the community to help them to maximise their independence. They may want to speak to a social prescriber who can help them find ways of supporting themselves in the community

SOCIAL PRESCRIBING

<https://www.walthamforest.gov.uk/content/social-prescribing-waltham-forest>

Our social prescribing service helps residents in Waltham Forest to:

- get advice about entitlement to [benefits](#) or what to do about debt
- become more active or increase healthy eating
- join in with local groups like art classes or gardening groups
- connect to local befriending or [volunteering schemes](#)
- gain training to help build confidence or move into work
- receive assistance with a cold home or other housing issues

There are many other benefits too. This service also provides a link between residents and further support in order to improve their health and prevent the deterioration of illness

If your son/daughter needs any more information about this service they can contact the social prescribing team.

Email: Sharon.hanooman@walthamforest.gov.uk or Barbora.ertlova@walthamforest.gov.uk

Phone: 020 8496 1642 or 020 8496 1643

9.0 What will happen to health services post 18 years?

Children's health services such as therapies, Specialist Nursing and Child and Adolescent Mental Health Services (CAMHS) will continue to work with young people up until they are 18 years, and start to plan their transition from 17.5 years.

If they have some of their therapy services in school or college, these will continue up until 19 years e.g. speech and language therapy. Education setting must make arrangements to meet young peoples health needs as outlined here:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

At the time of the year 11 review, the therapies, specialist nursing or Child and Adolescent Mental Health service will discuss your son/daughter's care and may refer to an adult service. If young people do need to be referred, these services might be:

- The therapies in the adult learning disability team <https://www.nelft.nhs.uk/services-waltham-forest-cldt>
- The adult mental health team if young people have a diagnosed mental health need <https://www.walthamforest.gov.uk/content/mental-health-services-those-18-and-over>

Young people can also refer themselves to <https://www.talkingtherapies.nelft.nhs.uk/waltham-forest->

If young people have personal care needs than young people will be referred to: <https://www.nelft.nhs.uk/services-waltham-forest-continence-advisory-service>

- Or young people may be referred back to their GP for their health services in adulthood.

ANNUAL HEALTH CHECKS (age 14+) & The LEARNING DISABILITY REGISTER

Important decisions about a young person's health services to be made at an annual review are:

- Do young people and the professionals think young people have a learning disability? The Community Learning Disability team (CLDT) will assess whether the young person has a learning disability and are eligible to have their needs met by this team. If eligible, the health team will support their needs. The social care team in adult services will support the young person once they have left education.
- If your son/daughter and the professionals at their review agree they have a learning disability, the GP and the adult learning disability service will be informed after the review that the person needs to go on the learning disability register. Your son/daughter will receive an annual health check from their GP. This will take the place of appointments with the Consultant Paediatricians at Wood Street. More on this can be found at:

<https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/>

<https://www.mencap.org.uk/advice-and-support/health/dont-miss-out/dont-miss-out-annual-health-check>

- If your son/daughter had specialist health services before they were 17 years old, they may need health services that are specialist as an adult e.g. did the young person have *Continuing Care* as a child?

If this is the case their social worker or a therapist or nurse will need to complete a checklist called a 'Continuing Care Decision Support Tool', to assess if they have high needs that need to be specially funded as an adult. This will be done at 17.5 years.

If they are eligible for Continuing Health Care, they might get services or a Personal Health Budget from the NHS.

More can be found at: <https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

The process involved in NHS continuing healthcare assessments can be complex. An organisation called Beacon gives free independent advice on NHS continuing healthcare.

Visit the [Beacon website](#) or call the free helpline on 0345 548 0300.

10.0 Support with Living Away from Home

If the young person wants to live away from home but needs support, they will need to talk to their social worker if they have one. This will be included as part of their assessment when they are 18 years old. If the young person does not have a social worker, their SEND Officer or school can make the referral to the Social Work Team.

Young People Living on their own

If young people want to live in their own property it is important to consider the following:

DISABILITY TAX REDUCTION SCHEME

A non means-tested reduction on the council tax bill for people who:

- use a wheelchair indoors, or
- have an extra bathroom or kitchen in the house for a disabled occupier, or
- have set aside a room for a disabled person, for example, using a dining room to store equipment.

ADAPTING THE HOME – DISABLED FACILITIES GRANT



These grants are awarded where works are considered essential to enable better access and movement at home, or to make the property safe. At the time of writing the maximum mandatory grant payable is £30,000 in England, but people can also apply for a discretionary grant if the costs are higher.

The person might also need smaller adaptations or equipment to help them in their home. More on this can be found at:

<https://www.walthamforest.gov.uk/content/equipment-help-daily-living>

COLD WEATHER PAYMENTS

If the average temperature in the area over seven consecutive days drops below zero degrees, then the home owner may receive a payment of £25. This only applies if a person's income is means-tested benefit AND the person meet certain other tests, for example young people have PIP.

TV LICENCE REDUCTION

If the person, or someone they live with, is registered blind or severely sight impaired, they may qualify for a 50 per cent reduction on the cost of their TV licence. If the person who is registered blind is not the current licence holder, they will need to transfer the licence into their name first.

WALTHAM FOREST HOUSING REGISTER MEDICAL FORM

This is **not** a personal benefit, but it is important to note for anyone applying to be on the housing register who has a disability. The Housing Register assessment process will take into account individual circumstances to rank level of housing need from Band 1 (highest priority) to Band 5 (no priority), including medical needs or needs associated with a disability. Medical details should be submitted for consideration as part of any application made for housing which may mean that young people would be placed in the higher Band 2(High Priority) of the priority bands.

Contact the [housing department](#) for more details.

If the young person is not going to live on their own, different types of support might include:

- Shared Lives
- Shared ownership
- Supported Housing
- Residential School

To be considered for these housing options the young person will need a housing needs assessment and meet certain criteria. This could include:

- Being in receipt of disability benefits
- Living in the borough for more than 2 years
- Having a diagnosed medical condition - this would include conditions such as Autism.

Shared Lives

In a shared lives home young people are helped and supported by a carer who will share their home with the, and include them as part of their family. To access this service young people need to contact their social worker if they have one, or ask their SEND officer to make a referral. Call the Shared Lives Co-Ordinator to find out more on 0208 928 8300 or by emailing Claire.harrison@walthamforest.gov.uk

Shared Ownership

This is where young people part own and part rent a property. They start by purchasing 25% of the value of the property and then rent 75% of the value of the property

Supported Housing

Supported housing is where a person has a room in house with a group of people, or a group of young people may their own flat. They will have a package of support arranged for them. The support might be in the form of:

- Help with personal care
- Accessing the community
- Gaining employment
- Getting to college or work
- Housework
- Managing their finances

They can have a support worker to assist with their activities. The support worker will visit young people in their home, or may be available for 24 hours a day depending on their needs.

You find out more about this type of support here: <https://www.outward.org.uk/>

If your son/daughter is interested in finding out more about living away from home, to access this service young people need to contact their social worker if they have one, or ask their SEND officer to make a referral.

If the young person want to attend a residential school to finish their education, their SEND officer will need to present their request and reasons for their decision to a decision making panel called the 'Preparing for Adulthood panel'. They will need to have a social care assessment as part of this decision making process, and their housing and education needs will be explored as part of this.

If the young person has special educational needs and has been in care, it is also important for them to check the Waltham Forest Leaving Care website for more information:

<https://www.walthamforest.gov.uk/content/what-happens-when-i-leave-care>

They will be assigned a 'Leaving Care' coach who will be able to talk them through some of the above information and support their confidence in the development of their independence skills.

11.0 Checklist for Important Information, and 'Quick Look' version of the guide

If young people are not sure who to contact about their needs, they can refer to the list below on who is the Lead Professional:

- If a the person has an allocated social worker or early help family support worker then they are always the lead professional
- If a the person is life limited or highly complex medical needs then the lead professional would be the school nurse
- If a the person has an EHCP and the above do not apply, the lead professional is the SEN officer
- If a the person has an EHCP and is NEET, the lead professional is the SEN officer
- If a the person has none of the above and no EHCP then the lead professional is the SENCO at nursery, school or college

The following is a 'quick look' version of the [Preparing for Adulthood Guide](#) to help young people check what should happen at each stage of transition:

<p>EHC plans and Needs Assessment Process, SEN Support</p> <p>Year 9 review</p>	<p>Friends Relationships and Feeling connected within the community</p>	<p>Education, meaningful occupation and/or employment</p>	<p>Be Resilient and Independent</p>	<p>Being Healthy and understanding your health and wellbeing needs'</p>
<p>Transition Review is Co-ordinated by the School SENCO. The review should focus on what adult life might look like for the young person.</p> <p>Review of support in school for those with additional needs but no EHC Plan</p> <p>For those children with an EHCP: At the annual review service may attend or provide a report. These services may be:</p> <p>SEND officer, School, Educational Psychologist, Speech Therapist and Social Worker if involved</p> <p>If young people are a Looked After</p>	<p>Look at the child and families support network. Are the family aware of support available? Ensure family are directed to resources on the Local Offer</p> <p>Think about any out of school activities the young person does or would like to access</p> <p>Think about young person's friendship group, closest friend(s) and other key people in their network (circle of support)</p> <p>Ensure family has information about short</p>	<p>Start discussing with school your interests, favourite subjects, emerging aspirations about work in the future with a view to building a vocational profile.</p> <p>Discuss with teachers, family, carers about career ideas</p> <p>Careers Advisor to advise young person to start thinking about next steps.</p> <p>Discuss year 10/11 options/next steps i.e. during 1:1, group work sessions</p>	<p>Start talking about the skills needed for independence in the future.</p> <p>Work with the school to think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of Edinburgh/music/swimming/ aptitudes or other opportunities that might be appropriate to develop young people's skills around independence. Consider voluntary work, school councils, any charity work such as sponsored runs. Also include travel training,</p>	<p>Start talking about the skills needed for independence in the future.</p> <p>Begin to plan how resources/services will be accessed in adult life e.g. equipment, therapies, specialist support, prescriptions, dentist, optician, diet & exercise, sexual health etc.</p> <p>Ask at GP surgery about an Annual Health Check (see useful resources)</p> <p>Discussion to be supported in school by class discussions and in the</p>

<p>Child, a representative from the Virtual School will attend the review</p> <p>Careers advisors should provide information in the form of direct work individually or in a group, with advice to be part of young persons EHCP.</p> <p>Inform the YP and family about SENDIASS and invite to the Annual Review</p> <p>At the review, Agree if the Young Person has a disability and inform health and SEND team</p> <p>EHC Plan reviewed and new outcomes set for each of the PFA categories.</p> <p>Educational targets should support the PFA outcomes</p> <p>Personal budgets should be discussed at the annual review to support P4A outcomes</p> <p>Parents & young person fact-find about post 16 education provision,</p>	<p>breaks or direct payments. Support packages are reviewed to support new outcomes in this area by the SEND officer or social worker</p> <p>Are there buddy and Peer mentoring programmes the young person can access?</p>	<p>Work with school to identify how the curriculum which will provide opportunities to explore the world of work and start to think about work experience</p> <p>Plan options/choices in school and ensure vocational accreditation aswell as academic accreditation is planned</p>	<p>money/budgeting and independent living skills</p> <p>If the young person has a sensory impairment, check they have access to a mobility officer</p>	<p>annual review</p>
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referring to the Local Offer				
School SENCO lead Parent and Young Person SEND officer Health services to attend or contribute to annual review	School SENCO lead Parent and Young Person SEND officer and Social Worker if involved	School lead Parent and Young Person	School lead Parent/young person	GP Health services e.g. school nurse School Parent/Young person

Year 10

EHC plans and Needs Assessment Process, SEN Support Year 10	Friends Relationships and Feeling connected within the community	Education, meaningful occupation and/or employment	Be Resilient and Independent	Being Healthy and understanding your health and wellbeing needs'
EHC Plan reviewed and new outcomes set for each of the PFA categories. Educational targets should support the PFA outcomes in the four areas. The review should be chaired by a professional in school i.e. SENCO. Those	Discuss what is important to the young person about friends/social life in the future and how this might be achieved. How often is young person going out with friends? Is this enough? Is more advice or support needed?	Discussion with the school 'what I like doing', 'what support I need' School will support young person to access work experience and create vocational profile. Careers Advice on how to	Think about what young people might need for the future i.e. accessing college, the community and work experience. Work with the school to think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of	Ensure Health Professionals e.g. therapies or specialist nurses share Information with adult colleagues via referrals. If under CHC think about Personal Health Budgets, if eligible.

<p>attending school should include young person/parent/carer and LA representative. This might be representation from:</p> <p>SEND officer, School, Educational Psychologist, Speech Therapist, Social Worker to attend if involved</p> <p>If young people are a Looked After Child, a representative from the Virtual School will attend the review</p> <p>Careers advisors should provide information in the form of direct work individually or in a group, with advice to be part of young persons EHCP.</p> <p>Inform the young person and family about SENDIASS and invite to the Annual Review</p> <p>At the review, Agree if the Young Person has a disability and inform health and SEND team</p> <p>Personal budgets should be</p>	<p>Check the family is accessing any information or support they may need through the Local Offer.</p> <p>Assessments are completed by social care or allowances are reviewed to maximise family income.</p> <p>Short breaks or direct payments are reviewed to support new outcomes in this area</p>	<p>research and access information about supported employment, internships, apprenticeships and employment/volunteering/ out and about with peer group/clubs/community Activities.</p> <p>Consider move to College for alternative provisions if this is more suitable for the young person from yr 10 or above?</p> <p>If the young person is 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</p> <p>Visit careers fairs and events including 'insight into industry' . Attend mock interviews if held by the school. Practice writing</p>	<p>Edinburgh/music/swimming/ aptitudes or other opportunities that might be appropriate to develop young people's skills around independence. Consider voluntary work, school councils, any charity work such as sponsored runs. Also include travel training, money/budgeting and independent living skills</p> <p>If the young person is still dependent on their parents for support, consider referring family for a carers assessment</p> <p>Ensure that young people and families are accessing information about potential housing options for the future</p> <p>If the young person has a sensory impairment, do they have access to a mobility officer</p>	<p>Annual Health Check via GP if eligible</p> <p>Discussion to be supported in school by class discussions and in the annual review</p>
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<p>discussed at the annual review to support P4A outcomes</p> <p>Parents & young person fact-find about post 16 education provision</p> <p>Clear employment opportunities are identified – school to invite providers to sessions in school (to careers fair or school review)</p>		<p>CV/letters of applications</p> <p>Consider taster days/programmes for those who will attend university.</p>	<p>Ensure skills for travelling As independently as possible are being practised</p>	
<p>School SENCO lead Parent and YP SEND officer Health services to attend or contribute to annual review</p>	<p>School lead Parent/young person SEND officer and Social Worker if involved</p>	<p>School lead Parent/young person</p>	<p>School lead Parent/young person</p>	<p>GP Health Services e.g. school nurse Parent/Young person</p>

Year 11

<p>EHC plans and Needs Assessment Process, SEN Support Year 11</p>	<p>Friends Relationships and Feeling connected within the community</p>	<p>Education, meaningful occupation and/or employment</p>	<p>Be Resilient and Independent</p>	<p>Being Healthy and understanding your health and wellbeing needs'</p>
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<p>Careers Advisor to attend annual review as arranged by the school and transition leads as appropriate.</p>	<p>Signpost family/young person to access any information or support they may need to other services e.g. housing</p>	<p>Review work experience undertaken and/or plan further opportunities.</p>	<p>Think about what young people might need for the future i.e. accessing college, the community and work experience.</p>	<p>Ensure young person/family are aware of the support services available to them.</p>
<p>Careers guidance interview to discuss post 16 options and plans</p>	<p>Signpost young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres, clubs etc</p>	<p>Continue discussions about future plans and explore a range of options.</p>	<p>Work with the school to think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of Edinburgh/music/swimming/ aptitudes or other opportunities that might be appropriate to develop young people's skills around independence.</p>	<p>Young person should be enabled to give their views and will be of a legal age to consent to medical treatment</p>
<p>Inform the young person and family about SENDIASS and invite to the Annual Review</p>	<p>Think about how to make sure friendships will be maintained after school ends</p>	<p>Signpost young person to relevant agencies i.e. transport, if needed.</p>	<p>Consider voluntary work, school councils, any charity work such as sponsored runs. Also include travel training, money/budgeting and independent living skills</p>	<p>Ensure the young person/family knows how their health needs will be met.</p>
<p>Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the preparing for Adulthood</p>	<p>Young people and families understand if they are eligible for short breaks post-18 and what is available via family support work</p>	<p>Young person is aware of and able to access outreach services to advise on education, employment and training opportunities e.g. NEET Advisor.</p>	<p>If the YP is still dependent on their parents for support, consider referring family for a carers assessment</p>	<p>Annual Health Check via GP if eligible</p>
<p>Young person decides on preferred post 16 option and applications made</p>	<p>Identify any informal carers and Consider carers assessment</p>	<p>Visit careers fairs and events including 'insight into industry'. Attend mock interviews if held by the school. Practice writing CV/letters of applications</p>	<p>Ensure that young people and families are accessing</p>	<p>Supported in school/class discussion/review</p>
<p>When choosing post 16 education, think about practicality of distance, travel routes hours and days of course (17 hours) as well as motivation, interest and personal development.</p>	<p>Ensure any benefits are reviewed to maximise family income e.g. DLA/ESA. Be aware that Disability Living</p>	<p>Consider taster days for college and University.</p>		<p>Discussion at annual review - agree if eligibility for continuing health care check list should be carried out</p>

<p>Travel support can be provided, young people will need to apply for this separately</p> <p>If moving on from school environment, confirmation of placement should happen by 31st March naming the post16 provision, if an EHC Plan is in place</p> <p>Plan move to new destinations and invite lead from new destination to transitions review.</p> <p>Arrange taster days in new provision from summer term onwards</p> <p>Explore how any Personal Budget or Direct Payment might be used to support employment aspirations</p> <p>Explore any other funding that might be available to support young people e.g. for study (Bursary Fund) or to find and secure employment</p>	<p>Allowance will become PiP at 16 years and young people will need to apply for this.</p> <p>May be eligible to apply for Employment and Support Allowance (ESA) if no longer receiving Child Benefit</p>		<p>information about potential housing options for the future</p> <p>If the young person has a sensory impairment, do they have access to a mobility officer</p> <p>Ensure skills for travelling As independently as possible are being practised</p> <p>if young people are a looked after Young person, young people will be allocated a 'leaving care' coach</p> <p>Family and young person has information on the range of housing options available, as appropriate</p>	
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School SENCO lead Parent and YP SEN officer Social Worker	School SENCO Parent/young person SEND officer Social Worker	School and SEN officer Parent/young person	School and SEN officer Parent/young person	GP Health Services e.g. school nurse Parent/Young person
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A young person may leave school after Y11, but under current legislation should remain participating in learning until the age of 18yrs, which could include:

- full-time education (e.g. at a school or college)
- an apprenticeship or traineeship
- part-time education or training combined with one of the following
- employment or self-employment for 20 hours
- Volunteering for 20 hours or more per week

Year 12 -14

EHC plans and Needs Assessment Process, SEN Support Year 12-14 (16- 19 years)	Friends Relationships and Feeling connected within the community	Education, meaningful occupation and/or employment	Be Resilient and Independent	Being Healthy and understanding your health and wellbeing needs'
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<p>Inform the YP and family about SENDIASS.</p> <p>Annual review to be conducted by:</p> <ul style="list-style-type: none"> o For school setting as previous years (also update EHCP*) o For college setting: by college staff (facilitate update of EHCP*) o For training programme <p>or if in supported apprenticeship/traineeship by the Provider</p> <p>Job applications, work experience, or further study are planned as required by young person.</p> <p>Parents and young person discuss potential post 19 options with school and key worker and plan</p> <p>Mental Capacity Act (2005) to be considered in relation to the specific decisions included in</p>	<p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life?</p> <p>Can they travel/get out when they choose, either on their own, with friends or with support? can they young person use a telephone, mobile, email, social networking</p> <p>If not is a Care Act assessment needed at this point?</p> <p>Ensure any benefits are reviewed to maximise family income e.g. DLA/ESA.</p> <p>Identify any informal carers and consider Carers</p>	<p>Career plan continues to be updated and young person offered careers advice</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in e.g. work experience/volunteering. Update the vocational profile.</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, work related learning at college, paid work, self-employment, higher education</p> <p>Be aware of and have access to NEET advisor if the young person is at risk of becoming NEET</p> <p>May be eligible to apply for</p>	<p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available. Consider learning to drive if this is an option.</p> <p>Adult social care referral for transition to be considered - timeliness for assessment taken into consideration. Is the young person eligible for services under the care act 2014?</p> <p>Ensure young people and family know how to access information about range of potential housing</p> <p>Consider how Young Person's money will be managed (e.g. deputyship/ appointeeship) if needed. Consider personal budgets and how these can be used</p>	<p>Young person/family are in control of any financial support for keeping healthy</p> <p>Relevant professionals are in contact with each other and share information (with relevant consents), with a shared understanding of how best to communicate with the young person</p> <p>Consider Continuing Health Care assessment/ Gather information to inform Decision Support Tool</p> <p>Consider if eligible for annual Health Check via GP</p> <p>Ensure young person and family know when they will be discharged from each of the services they use and who will take over responsibility.</p>
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<p>the preparing for Adulthood Pathway</p> <p>Apply for Bursary Fund for Vulnerable Adults/ Discretionary money through college to help with education-related costs if young people're 16-19 years and receive Personal Independence Payment, if young people are in Care, or are a Care leaver</p>	<p>Assessment</p>	<p>Employment and Support Allowance (ESA) if no longer receiving Child Benefit</p> <p>Visit universities in year 12 and 13, and do young persons UCAS application during year 12 and at the beginning of year 13.</p> <p>Young person to ask their college for help with preparation of young persons personal statement</p>	<p>to support independence.</p> <p>Young person and family have information on the range of housing options available.</p>	<p>Young person should be enabled to give their views and will be of a legal age to consent to medical treatment</p>
<p>College SENCO lead</p> <p>Young Person and advocate (may be parent)</p> <p>SEN officer</p> <p>Social Worker</p>	<p>College SENCO</p> <p>Young Person and advocate</p> <p>SEND officer</p> <p>Social Worker</p>	<p>College and SEN officer</p> <p>Young Person and advocate</p>	<p>College and SEN officer</p> <p>Young Person and advocate</p>	<p>GP</p> <p>Social Worker</p> <p>Health Services</p> <p>Young Person and advocate</p>

Aged 19 – 25 years In Education Employment and Training:

EHC plans and Needs Assessment Process, SEN Support	Friends Relationships and Feeling connected within the community	Education, meaningful occupation and/or employment	Be Resilient and Independent	Being Healthy and understanding your health and wellbeing needs'
<p>Inform the YP and family about SENDIASS.</p> <p>Annual Review to be called by college adult learning support</p> <p>The EHC Plan, where appropriate may continue when young person is accessing Further Education (mainstream or specialist), a training programme, an Apprenticeship or Traineeship</p> <p>Annual Review and update of EHC Plan:</p> <ul style="list-style-type: none"> • For college setting – by college staff • For training programme or supported internship/ traineeship – by Provider 	<p>Social group is being maintained</p> <p>Check if there is any additional support required to develop or maintain friendships</p> <p>Continue to review the young person is developing skills to access local services, focusing on travel and communication</p> <p>Ensure young person has access to Adult Social Care, if appropriate.</p> <p>Identify any informal carers and Consider carers assessment</p>	<p>Continue to explore possible options including supported employment, apprenticeships, work based learning at college, paid work self employment, higher education.</p> <p>Ensure young person has continued access to careers, information and guidance and or careers guidance interview</p> <p>Consider support required for young person to access services via Job Centre Plus. e.g Disability Employment Advisor and Access to Work.</p> <p>May be eligible to apply for Employment and Support</p>	<p>Ensure young person and family has information on the range of housing options available.</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available, including driving lessons</p> <p>Ensure young person/family receive benefits advice.</p> <p>Consider how Young Person's money will be managed (e.g. deputyship/ appointeeship)</p>	<p>Ensure that the young person/family are in control of any financial support for keeping healthy.</p> <p>Annual Health Check via GP if eligible</p> <p>Ensure that young person knows how to keep healthy, including mental health and sexual health through young persons GP or college.</p> <p>Ensure relevant professionals are in contact with each other and share information (with relevant consents) and understand how best to communicate with the young person.</p> <p>Access to local leisure</p>

<p>Job applications, work experience or training is planned as required by young person.</p> <p>Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the preparing for Adulthood Pathway</p> <p>Apply for Bursary Fund for Vulnerable Adults/ Discretionary money through college to help with education-related costs if young people're 16-19 years and receive Personal Independence Payment, are in Care, are a Care leaver</p>		<p>Allowance (ESA)</p>	<p>Direct to Adult Social Care as appropriate.</p> <p>Ensure young people and family know how to access information about range of potential housing</p>	<p>facilities, swimming Gym etc</p> <p>Consider Continuing Health Care assessment Gather information to inform Decision Support Tool</p> <p>Young person should be enabled to give their views and will be of a legal age to consent to medical treatment</p>
<p>College SENCO lead</p> <p>Young Person and advocate (may be parent)</p> <p>SEN officer</p> <p>Social Worker</p>	<p>College SENCO</p> <p>Young Person and advocate</p> <p>SEND officer</p> <p>Social Worker</p>	<p>College and SEN officer</p> <p>Young Person and advocate</p> <p>Social Worker</p>	<p>College and SEN officer</p> <p>Young Person and advocate</p> <p>Social Worker</p>	<p>GP</p> <p>Social Worker</p> <p>Health Services</p> <p>Young Person and advocate</p>

Aged 19-25 years not in Education Employment and Training

EHC plans and Needs Assessment Process, SEN Support	Friends Relationships and Feeling connected within the community	Education, meaningful occupation and/or employment	Be Resilient and Independent	Being Healthy and understanding your health and wellbeing needs'
<p>The EHC Plan will cease where young person moves on to Higher Education, apprenticeships, paid work, volunteering or social care services (without education)</p> <p>Where a young person has an EHC Plan and leaves education but then decides they wish to return (and are still under 25yrs), the local authority will consider whether the previous EHC/SEN to be reviewed.</p> <p>It is possible that a young person will have to go through the full EHC needs assessment</p>	<p>Are young people accessing mainstream activities and social setting (with or without support).</p> <p>Are young people accessing specialist social clubs and activities via voluntary sector.</p> <p>Do young people need an Adult Social care assessment? Consider any specialist adult assessment required to support</p> <p>Make sure young people identify any equipment used that</p>	<p>Are young people in paid employment without support?</p> <p>Are young people in employment with support, through a supported employment organisation (additional support can be accessed through the Access to Work government scheme) – employment options could include job share, job carve, micro-enterprise or self employment</p> <p>Are young people in volunteering role with or without support</p> <p>Are young people accessing social care support if not in employment</p>	<p>Are young people going to live at home?</p> <p>Are young people living independently away from family home (possibly receive housing benefit)</p> <p>Are young people accessing Shared Lives housing scheme</p> <p>Are young people in a supported living scheme in borough, if eligible and agreed (& receiving housing benefit)</p> <p>Are young people in a supported living scheme out of borough, if eligible and agreed (& receiving</p>	<p>Are young people going to access healthcare independently?</p> <p>Are young people accessing healthcare with support from specialist care settings</p> <p>Ensure family knows how to support young person to access to healthcare</p> <p>Are young people attending young persons annual GP health check</p>

<p>Consider whether all appropriate professionals/organisations are involved (including Advocate). Agree Lead professional: Lead professional monitors delivery of actions</p>	<p>requires review or maintenance etc. Are young people getting information about personal budgets</p>	<p>or compliment employment options Group to signpost to Personal Advisor for Careers Advice, Access to work, job training opportunities, volunteering opportunities to prevent NEET careerservice@walthamforest.gov.uk</p>	<p>housing benefit) May live in a Residential Care setting Are young people seeking benefits advice</p>	
<p>Young Person and advocate (may be parent) SEN officer Social Worker</p>	<p>Young Person and advocate SEND officer Social care Worker</p>	<p>SEN officer Young Person and advocate Social Worker</p>	<p>SEN officer Young Person and advocate Social Worker</p>	<p>GP Social Worker Health Services Young Person and advocate</p>



12. Directory and Links for Services

Organisation	Support type/ info:	Contact details
Disabled Student Allowance	Support from the government to help with young persons university studies.	https://www.gov.uk/disabled-students-allowances-dsas
Disability grants – helping young	Information on grants to support people with	https://www.disability-grants.org/

people find the right grant	disabilities	
Waltham Forest Local Offer (Preparing for Adult pages)	Local Offer information in Waltham Forest	https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/landing.page?directorychannel=1-2-2&localofferagebands=3
SEND Code of Practice	Information on Local Authority and partners' responsibilities.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Waltham Forest Parent Forum	Support and Advice to Parents and Carers with children and young people with SEND	Call: 07528 433640 or 07794 298496 Email: https://www.walthamforestparentforum.com/
SENDIASS – Waltham Forest	Information, Advice and Advocacy	0203 3233 0251 wfsendiass@citizensadvicewalthamforest.org.uk Website: https://www.walthamforestsendiass.org.uk/
Preparing for Adulthood (national site)	National website of support for Preparing for Adulthood	https://www.preparingforadulthood.org.uk/
University Support	When applying for university contact UCAS.	https://www.ucas.com/
Welfare Rights		
Personal Independence Payment	Personal Independence Payment (PIP) can help young people with some of the extra costs if young people have a long-term ill-health or disability.	https://www.gov.uk/pip DWP - PIP claims Telephone: 0800 917 2222
Employment Support		
Careers Service	The Careers Service is responsible for tracking all 16 and 17 year olds to ensure that they have successfully moved on to their chosen option after leaving school	Contact careerservice@walthamforest.gov.uk or call 020 8496 1920



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	or college.	
Project Search East London	Project SEARCH is a supported internship programme working with the statutory sector.	https://www.projectsearch.org.uk/
Mencap Support internship	Interns and Outcomes – supports young people with a learning disability, aged between 16 and 24 years old, to make the important step from education into employment: helping them get ahead as they move into adulthood.	https://www.mencap.org.uk/interns-and-outcomes Email helpline@mencap.org.uk or call 0808 808 1111 (9am to 5pm, Monday to Friday) to find out more.
Steps into work	Steps into work The Steps into Work programme is a 12-month scheme which offers people with mild to moderate learning disabilities and those on the autism spectrum the chance to gain skills and work experience.	https://tfl.gov.uk/corporate/careers/steps-into-work Please email stepsintowork@tfl.gov.uk or call 020 3054 2718 to request an expression of interest form or for further information about the programme.
Outreach East	Support into work, training or volunteering within a short period of time. Outreach East is designed to help those who are: Long term unemployed: Over 6 months (if aged 19-24), Over 12 months (if aged 25+)	Outreach East, contact
Ellingham - Supported Internships	Supported employment programme.	rosemary.braithwaite@ellingham.org.uk
Better Gyms Waltham Forest	Employment programmes in Waltham Forest	https://www.gllcollege.co.uk/apprenticeships/
I Can Ventures –	Employment and social support	rosemary.braithwaite@ellingham.org.uk

Elmington		
Supported employment Vibrance	Supported employment	https://www.vibrance.org.uk/
The Reach Supported Internship Programme	The Reach Supported Internship Programme is a one-year preparation programme for students with learning disabilities and autistic spectrum conditions.	to apply, contact Andrea Cupper: andrea.cupper@bdc.ac.uk or call 020 3667 0204 https://www.barkingdagenhamcollege.ac.uk/find/study-info/supported-internships
Project Search	Supported Internship to prepare young people for an Internship.	Search (Tottenham Hotspur Foundation) by email: foundation@tottenhamhotspur.com or by phone: 020 8365 5138
Find a traineeship	Find a traineeship A traineeship is a course with work experience that gets young people ready for work or an apprenticeship. It can last up to 6 months.	https://www.gov.uk/find-traineeship
Harington	Harington provides a unique opportunity for young adults with learning disabilities and/or difficulties with support to gain employment, further education or a more rewarding life.	https://www.harington.org.uk/ Tel: 020 3457 7997 Email: info@harington.org.uk
Social Care Support		
Mark House Road	A range of day care support for people with learning and physical disabilities, including access to the community to provide stimulation and ongoing life skills.	
Vibrance	At Vibrance, we offer a whole new way of providing day services for people with a wide range of	https://www.vibrance.org.uk/our-services/day-opportunities/waltham-forest

	learning and physical disabilities. Activities are not based at a centre, but take place using local community facilities – providing a wider choice of activities and better opportunities to become integrated into community life.	
Community Learning Disability Team (CLDT)	The CLDT is an integrated team of social care and health staff. This team is made up of; community learning disability nurses, psychiatrists, psychologists, occupational therapists, speech and language therapists, physiotherapists and social workers. The service offers therapy clinics and drop-in sessions.	Referral is made through the Waltham Forest SEND Team, through a GP or self-referral. 0208 928 8300 Email: wf.cldthealth@nelft.nhs.uk Opening times: 9am - 5pm, Monday to Friday https://www.nelft.nhs.uk/services-waltham-forest-cldt

13. PREPARING FOR ADULTHOOD WORDS AND TERMS (GLOSSARY)

Advocate: Someone who helps children and young people make decisions in their lives

Annual Review (AR): An education, health and care plan (EHCP) must be reviewed every year to make sure the child or young person is making progress and getting the support they need

Appeal: To argue against something or question a decision you don't agree with using the law

APPOINTEE: Some you choose to have the job of organising your money or bills.

APPRENTICESHIP: On the job training for a trade or profession such as electrician

Assessment: A review to find out if a person needs support, and what extra support a disabled person needs. For example to decide if a student needs extra support in school or college

CAMHS: Child and Adolescent Mental Health Services. Service to assess and support children or young people who may have mental health needs e.g. anxious or depressed

CARRERS ADVISOR: someone who advises and supports people to find the right type of work for them

CARER: A person named by us to care for a child for whom we has parental responsibility

COLLEGE: a place to attend courses after you are 16 years old

CODE OF PRACTICE: A guide to tell us what we need to do to work within the law and provide support for students with special educational needs and disabilities

DEPUTEESHIP: Someone appointed by a court to make decisions when you cannot make them yourself

DIRECT PAYMENTS: Allow people to receive money directly from us, so they can pay for their own services and live more independently

Education, health and care plan (EHCP): A document that sets out what support children and young people with special educational needs should get to help them learn

INTERNSHIP: working or volunteering without pay on a job so you get skills and knowledge.

Local Authority: The local government responsible for managing services in your area – Waltham Forest

Local Offer: One place that brings together information about all the support and services for children and young people with special educational needs and disabilities.

Looked after children (LAC): Children that have been taken into care and are looked after by the Local Authority

Mainstream: Services that all children and young people use

Mainstream school: A school which is for all pupils, not just those with special educational needs. A mainstream school could be a maintained school or an independent school

Mediation: A way of trying to come to an agreement when people disagree over an education, health and care plan. An independent mediator brings together the two parties in an informal way to try and resolve the disagreement through discussion

NELFT: North East London Foundation Trust. This is the organisation who provide a lot of Waltham Forest's health services

National Curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

POWER OF ATTORNEY: A legal document that means someone can make decisions for you

SENDIASS: They provide free, impartial advice and support to parents whose children have special educational needs.

Personal budgets: Money that people can use, and decide themselves how to spend, to pay for support

Personal health budgets: Money that people can use to spend on things to help them improve their health condition

Preparing for adulthood: The process of changing from childhood to an adulthood. This is supported by professionals working with you.

SENDIST: Special Educational Needs and Disabilities Tribunal

SEND Officer: A person at the Local Authority who liaises with you about your child if they are undergoing an education, health and care assessment.

SEND Service: The local authority service for children and young people with special educational needs and disabilities that support the writing and reviewing of your education health and care plan

SEN Support: When a pupil is identified as having special educational needs, interventions will be provided that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Education Plan will usually be written

Short breaks: Opportunities for disabled children and young people to spend time away from their family and do something fun. For example a day, evening, overnight or weekend activity

Special educational needs coordinator (SENCO): A member of staff who has responsibility for coordinating the special educational needs provision within a school. In a small school the head teacher or deputy may take on this role. There are Early Years SENCOs, primary school SENCOs and secondary school SENCOs

Special educational needs (SEN): A child or young person has special educational needs (SEN) if they need extra support because they find it harder to learn than the majority of other children or young people of the same age.

Specialist support: Services specifically designed to support disabled children and young people, for example speech and language or short breaks.

Supported Internship: Working or volunteering without pay on a job so you get skills and knowledge. You attend with a support worker to help you.

Transition: In education, this means moving between school stages, for example, from preschool to a primary school, or from junior school to a secondary school. At 16-years-old it can mean moving on to college, work, training or to living independently.

Transition plan: A plan following the Year 9 annual review. It will be updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan together for the young person's transition to adult life. Transition plans may also be drawn up at other times, for example when planning a move between schools.

UNIVERSITY: Where young people can study for degrees and academic research is done