

STEPS TO ADULthood

BRENT'S TRANSITION GUIDE
FOR PARENTS AND CARERS OF
CHILDREN AND YOUNG PEOPLE WITH
SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND) AGED 0-25



INTRODUCTION

The move from being a child to becoming an adult is a significant change in the lives of all young people as they prepare to gain increased independence and make plans for the future.

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

If you are one of these parents/carers, you will have to start thinking about your child's aspirations for the future and get to know new systems of support as your family moves from services which have focused on children, to those designed for adults.

This guide is for parents/carers of children and young people aged 0 to 25 who have an education, health and care (EHC) plan and those without a plan who receive additional SEN support in school. It explains the different things you will need to consider as your child prepares to move into their teenage years and what education, health and social care services should be doing to help them achieve and succeed in different areas of their lives.

It has been written in partnership with local parents and carers who have been through the process with their children and provided us with first-hand experience and advice. We hope it will help your family feel better informed as you and your child prepare for the next stage of their life.

In this document you may come across some terms that you are unfamiliar with. To help you, there is a short glossary at the end. If you would like a paper copy of this guide please contact Brent Parent Carer Forum on **0114 213 4912** (local number) or email **bpcfoffice@gmail.com**



WHAT DOES PREPARING FOR ADULTHOOD (TRANSITION) MEAN AND WHEN DOES IT START?

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

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

These areas should start to be discussed as part of transition planning, which usually starts in Year 9 (13 or 14 years old) with the annual review of a young person's EHC plan, if they have one. It may also be referred to as the transition review, as it should focus on starting to prepare the young person for adulthood. However, it is advisable that these PfA outcomes start to be discussed when the child starts school.

The review should look at everything that needs to be done from a range of perspectives to enable the young person to achieve the best possible outcomes in adult life and the lifestyle they wish. An action plan will then be drawn up, which will be reviewed annually in the case of a child or young person with an EHC plan or a child who is on SEN support in school.

Transition planning should include personalised support in the following areas:

- Identifying suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships
- Support to find a job and learn how to do a job (for example, through work experience opportunities or the use of job coaches)



EMPLOYMENT



INDEPENDENT LIVING



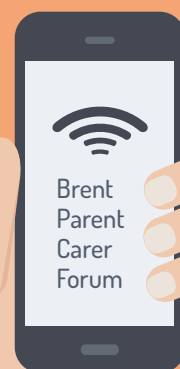
COMMUNITY INCLUSION



HEALTH



If you would like a paper copy of this guide, please contact Brent Parent Carer Forum on 011 4213 4912 (local number) or email bpcfoffice@gmail.com





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

ROLE OF SCHOOL AND PROFESSIONALS

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



Schools can provide guidance and offer support on future options available, at each and every annual review, and throughout the transition process (from Year 9 onwards).



THINKING ABOUT CAREERS

From Year 9 onwards, make sure you discuss with your child's school their post-16 options and start to visit further education (FE) departments, colleges, supported internships, training providers and voluntary opportunities. Schools and colleges should provide students with independent careers advice and offer opportunities for taster sessions, work experience, mentoring and inspirational speakers/role models to help young people with SEND make informed decisions about their future aspirations. If your child has an EHC plan, their SEND case officer will also be involved in this process.

PLANNING FOR THE FUTURE PERSON-CENTRED PLANNING

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

All reviews, meetings/plans and decisions, whether they are to do with transition or not, should be person-centred and have your son or daughter at the heart. Hopefully discussions about developing their independence, making friends and feeling positive about being in their local community are things that have been spoken and talked about from the earliest stage with staff from schools and other agencies. Whether the young person has an EHC plan or is on SEN support, all reviews and plans should be centred around their needs, hopes and aspirations for their future.

It is always helpful if the school and other agencies involved (for example, health, Connexions careers service, social care,) support the young person in helping them to make these decisions and voice their feelings and views, regardless of their level of SEND.



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

1. What does your child enjoy? (either at school or home)
2. Does your child have any hobbies/interests?
3. What kind of activities does your child show an interest in?
4. When you think of your child, what sort of person are they?

- 4.1 Do they like being with people?
- 4.2 Do they like working with animals?
- 4.3 Do they prefer working outside or indoors?
- 4.4 Are they creative/musical?
- 4.5 Do they show an enterprising attitude?
- 4.6 Do they like working with their hands?
- 4.7 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?

It might be helpful to involve the people who know your child well, such as teachers, family and friends, leisure activity leaders, social groups etc. You can ask for an interview to be arranged with the school's careers advisor to help you through this.



HOBBIES

LIKES

IDEAS

ENVIRONMENT

The one-page profile is a person-centred tool to be completed with your child, together with the people who know them really well.



ONE-PAGE PROFILE

All young people with an EHC plan will benefit from some sort of 'one-page profile'. The one-page profile is a good example of a person-centred tool to be completed with your child, together with the people who know them really well. The tool is strengths-based, quick to read and should be used for a specific situation and your child's specific needs.

MENTAL CAPACITY/ POWER OF ATTORNEY

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

One Page Profile

My name: _____

INSERT PHOTO HERE

(with permission from the young person and parent/carer)

What people like and admire about me...

Ask the people who know the child - including friends and family, teachers and support workers - to say what they like and admire about them.

What's important to me...

Add a list of what really matters to your child so that someone who does not know them will understand what matters to them.

This is from their point of view - even if others don't agree! It should be detailed and specific to your child.

This section needs to have information about their whole life so that someone who doesn't know them can understand who they are.

It is not a list of likes and dislikes but what and who is most important to them.

This could include:

- Information about how they live their life and daily routines
- Who are the important people in their life and how and when they spend time together

How best to support me...

This should be a list of how to support your child. It is information that will help towards creating the best situation and outcome for them.

It includes what people need to either know or do, so that they can help make their time more positive.

It is best to be very specific so that if your child needs support quickly, someone will be able to plan the right support for them.

It can include what is helpful and what is not.

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

For more information visit www.ipsea.org.uk and www.natsip.org.uk

CEASING AN EHC PLAN

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

- The young person has taken up paid employment (excluding apprenticeships)
- The young person has started higher education (university)
- A young person aged 18 or over has left education and no longer wishes to engage in further learning
- The young person has turned 25

- The child or young person has moved to a different local authority area
- The young person has met the outcomes as specified in their EHC plan

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

PERSONAL BUDGETS

Personal budgets are changing the way that education, health and social care services work with families who have children with SEND.

For some areas of provision, such as education, health and social care, a budget is identified following assessment, for parents/carers and young people to buy their own package of support. Work then takes place to identify how this budget can be used to meet some or all of the support needs that are set out in your child's EHC plan, or their assessed social/health or care needs.

A parent/carer or young person can request a personal budget as part of the assessment and planning process for the EHC plan, or at the annual review. By having a say in the way this budget is used, it gives parents and young people greater control and choice over elements of their support. The budget can be used to buy a

range of services that your family is currently receiving, including equipment, transport, respite and assistance with accessing community activities. It can also be used to buy new support and provision, as long as it helps to meet the outcomes that have been agreed in your child's EHC plan.

You will be told what funding is available as part of a personal budget, should you decide to consider the option of having one, and a 'costed plan' will be drawn up. There will be personal budgets from education, health and social care if you meet the criteria. Brent has a useful document for parents on personal budgets. Visit www.brent.gov.uk//services-for-residents/children-and-family-support/the-brent-local-offer/assessment-and-education-health-and-care-planning/?tab=personalbudgets

SOCIAL CARE

EDUCATION

HEALTH



EQUIPMENT

TRANSPORT

ASSISTANCE

There are opportunities for many young people to do a supported internship

PREPARING FOR ADULTHOOD EDUCATION, EMPLOYMENT AND TRAINING

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

There are two main routes that the young person will need to consider: college mainstream courses with support or specialist SEND courses at various colleges such as the College of North West London, Barnet and Southgate College, Harrow College and City of Westminster College. If you are unemployed or not in education, employment or training, you can receive independent advice and support from Brent Connexions service, details of which are on the Local Offer.

It will be important for you to discuss the various options with the staff at your child's school and with other parents/young people. Many colleges are part-time. This means that the young person will only attend up to three or four days a week and sometimes less. You may need to contact



social care to help and/or give you advice on the days when they are not at college. They could be doing things in the local community, taking part in leisure activities or meeting friends. You could draw up a mock timetable, so your son or daughter will have an idea of what their lifestyle could look like.

There are opportunities for many young people to do a supported internship, which are work placements with support, or work placements, voluntary work or work experience. Some young people will be able to have a paid job. There are schemes that support young people in undertaking practical activities such as gardening,

catering and retail, where every young person has an opportunity to try out various activities regardless of their needs.

Brent Council is actively looking at expanding the range of opportunities for young people with SEND up to 25 and beyond. It is important for families and young people to discuss options with their school or college and to look on the Local Offer for all the opportunities available. For more information about post-16 provision in Brent and beyond visit www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education

PREPARING FOR ADULTHOOD TRANSITIONING FROM CHILDREN'S HEALTH SERVICES TO ADULT HEALTH SERVICES

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

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

A key aim with transition for these young people is to ensure that a consistent and continuous package of support is provided

Young people who receive priority when moving to adult health care services include:

- Young people in receipt of children's continuing care funding who are moving to adult continuing health care services
- Young people accessing Child and Adolescent Mental Health Services (CAMHS) who are moving to community mental health services
- Young people who have an education, health and care (EHC) plan which identifies other health services/support in order to meet assessed needs and outcomes
- Young people with learning difficulties, who may be referred to the Kingswood Centre in Kingsbury for an assessment

When the young person reaches 17.5 years old, a health care professional or a member of the team from Brent Council's Disabled Children and Young People's Service (0-25) will complete a checklist to see if continuing care funding is still needed at this stage. This assessment is done in consultation with the young person and their family. If it is, the young person will move over to the adult continuing health care service and this arrangement will be reviewed annually.

Young people who are not eligible for continued care funding will have their assessed health needs met by

their GP, although if their circumstances change, their doctor can refer them back for another assessment. To support you and your child through transition, the NHS has developed the Ready Steady Go transition programme for children over 11 years old with a long-term condition. The programme helps the young person to gain the knowledge and skills to manage their condition and gain the confidence and skills to move to adult services. For further information visit www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx



BRENT DISABLED CHILDREN AND YOUNG PEOPLE'S SERVICE (0-25)

Brent Disabled Children and Young People Service (0-25) supports families with children and young people who have a severe, permanent and substantial disability or long-term complex health problem, which impacts on their everyday living. The service is the lead agency for transition planning in Brent. Families are supported by a dedicated team of social workers, social work assistants and occupational therapists, who are located in teams in the east and west of the borough. Along with their family and other support services, the team works with the child/young person to meet their assessed needs by developing a person-centred approach at every stage of its involvement with them.

Young people approaching 18 years old, who may have ongoing care and support needs, should be referred for an assessment under the Care Act 2014. Referrals should be made via Brent Customer Services, which will then assign the referral to the appropriate team within Adult Social Care. The assessment will focus on the person's needs, how they impact on their wellbeing and the outcomes they want to achieve in their day-to-day life.

It should:

- Involve the person and their family/carers in discussions and decisions about their care
- Take into account the person's personal history and life story
- Take a whole family approach, including the needs of the family/carers
- Consider the person's housing status and where and who they want to live with
- Be aimed at promoting the person's interests and independence and be respectful of their dignity
- Be transparent in terms of letting people and their families/carers know how, when and why decisions are made
- Take into account the potential negative effect of social isolation on people's health and wellbeing

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

Following the assessment, if a person has eligible unmet needs, a support plan will be drawn up in partnership with them and their families/carers or advocate. The person may be able to pay for some of their care with a personal budget and make a financial contribution towards their needs. For further information visit www.brent.gov.uk/services-for-residents/adult-social-care/can-i-get-support

Families are supported by a dedicated team of social workers, social work assistants and occupational therapists



PRIORITIES FOR

BRENT DISABLED CHILDREN AND YOUNG PEOPLE'S SERVICE (0-25)

The team supports children and young people to have better life outcomes in the four key areas including:



GOOD HEALTH AND WELLBEING



INDEPENDENT LIVING



EDUCATION AND/OR EMPLOYMENT



PARTICIPATING IN SOCIETY

The team focuses on:

- Effective assessment and planning for children and young people from 0-25 years old who meet the eligibility criteria for support and have an education, health and care (EHC) plan
- Active involvement of young people and their families in the planning and decision-process concerning their future
- Raising aspirations for young people through a focus on key areas such as transition, employment, independent living, community participation, relationships, health and wellbeing
- Providing information and advocacy when required to ensure that young people are able to express their views and are supported to take part in decision-making
- Providing a range of short breaks which will provide enjoyable activities for our young people and give carers a break from their caring responsibilities



MENTAL HEALTH SERVICES

There are specialist adult mental health (AMH) services in Brent for people aged 18 and above. Referrals can be made through your child's GP. For more information visit [brentccg.nhs.uk/en/mental-health](https://www.brentccg.nhs.uk/en/mental-health)

If the young person has ongoing mental health issues and is already known to child and adolescent mental

health services (CAMHS), then discussions between them and AMH services should start when the young person is ideally no older than 17.5 years old so that appropriate adult provision can be identified and put in place in a timely manner. AMH services should also be invited to a young person's education, health and care (EHC) plan review.

INTEGRATED LEARNING DISABILITY TEAM

This team is made up of health and social care professionals from Brent Council and the NHS. It provides specialist health support to enable adults with learning disabilities aged 18+ to be healthy, independent and valued members of their community.

The team works closely with Brent's Disabled Children and Young People's Service (0-25) to ensure that young people under the care of this team make a successful transition to services provided by the Integrated Learning Disability Team.

The team includes:

- Community learning disability nurses
- An occupational therapist
- A physiotherapist
- Social workers
- Psychologists
- A bereavement therapist
- Psychiatrists

The team sees people in their own home or at an activity centre they may be attending. Sometimes, if people are very unwell or troubled, people will be seen in hospital. Visit www.brent.gov.uk/services-for-residents/adult-social-care/learning-disabilities for more information and eligibility criteria.

PHYSICAL DISABILITIES

Brent Council supports people aged 18 and over with physical disabilities, including sight and hearing loss, frailty and illness. Help is also available for people recovering from a hospital stay.

If your child needs help with washing, dressing or moving around safely, even with the help of equipment, you may need support from a care worker. This could include short-term assistance from us to identify and plan your ongoing care needs and arranging for someone to come into your home to help you. For further information and eligibility criteria visit www.brent.gov.uk/services-for-residents/adult-social-care/physical-disabilities



PAYING FOR ADULT SOCIAL CARE

There may be some costs associated with adult social care services provided by the council. If you are eligible for a personal budget, you will be able to use this to

help pay towards your support. For further information on personal budgets, visit www.brent.gov.uk/services-for-residents/adult-social-care/can-i-get-support/

SHORT BREAK SERVICES

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

Short breaks allow children and young people with disabilities to access mainstream and specialist activities. This could include an after-school club, a few hours at a leisure or sports activity group, or an overnight stay at the child or carer's home or a residential centre. Many of our short break and leisure services can be accessed directly. Children and young people with more complex needs, who might be eligible to receive both day and overnight provision, will need to have an individual

needs assessment and a referral from the Disabled Children and Young People's Service (0-25). Parents and carers can request an assessment by contacting Brent Family Front Door on **020 8937 4300** or emailing family.frontdoor@brent.gov.uk

Overnight respite services for children are provided at the Ade Adepitan Short Break Centre. You need to find out whether you are entitled to use this service. Many families appreciate this support as it gives them the opportunity to spend time with their other children. The young person also has a different environment in which to stay for a short time. For further details about the centre and all short breaks provision in Brent visit www.brent.gov.uk/media/16410747/7927-short-breaks-statement-may-20 and Brent's Local Offer at www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer



PREPARING FOR ADULthood INDEPENDENT LIVING

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

This may seem like a very early time to start; however, it is important that young people and their families have good information from the beginning of the transition to adulthood process, so that support needs are assessed individually and possible options are explored and understood.

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

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

As part of their transition plan, young people who are being supported by Brent's Disabled Children and Young People's Service (0-25) will be given advice about housing options.

They include:

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

Information and advice about benefits, grants and funding streams that are available to support people to live independently, should also be shared with the young person and their family.

For further information about housing options visit www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/becoming-an-adult-and-preparing-for-the-future/



PREPARING FOR ADULthood COMMUNITY INCLUSION AND PARTICIPATION

Friendships, relationships and being a part of the community are really important to a young person's quality of life. This is why it is crucial that the young person's transition planning should also look at what needs to be done to support them achieve these outcomes as they get older.

Discussions should include:

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

If you receive a direct payment from the council as part of your care package, you can use it to help you get involved with your local community. There is information on Brent's Local Offer to help you support your child to participate and feel part of their community, including details about volunteering, travelling around and 'having your say.' Visit www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/becoming-an-adult-and-preparing-for-the-future



THE JOURNEY INTO ADULthood HELPING YOUNG PEOPLE TO MOVE FORWARD

Transition into adulthood does not start just at Year 9 when the young person is 13 years old; it starts at the earliest age. Children develop at different rates. For some young people, areas identified for action in early

childhood may continue to be the outcomes that they are progressing towards as they get older. Therefore, it is important that each new age/stage continues to develop and build on the previous ones.



PREPARING FOR ADULthOOD HELPING YOUNG PEOPLE MOVE TOWARDS ADULT LIFE

Throughout the transition process

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

Age 13 to 14

- What do I want to do in the future
- During Year 9 at school: I need to think about my goals for the future and what I need to achieve them.
- Who will be able to help?
- Which services need to be involved?
- Who needs to attend review meetings or send reports
- I may need a continuing health care assessment
- Reviews and those involved will use person centred tools such as a one-page profile

Age 15

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

Age 16

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

Age 17

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

Age 17.5

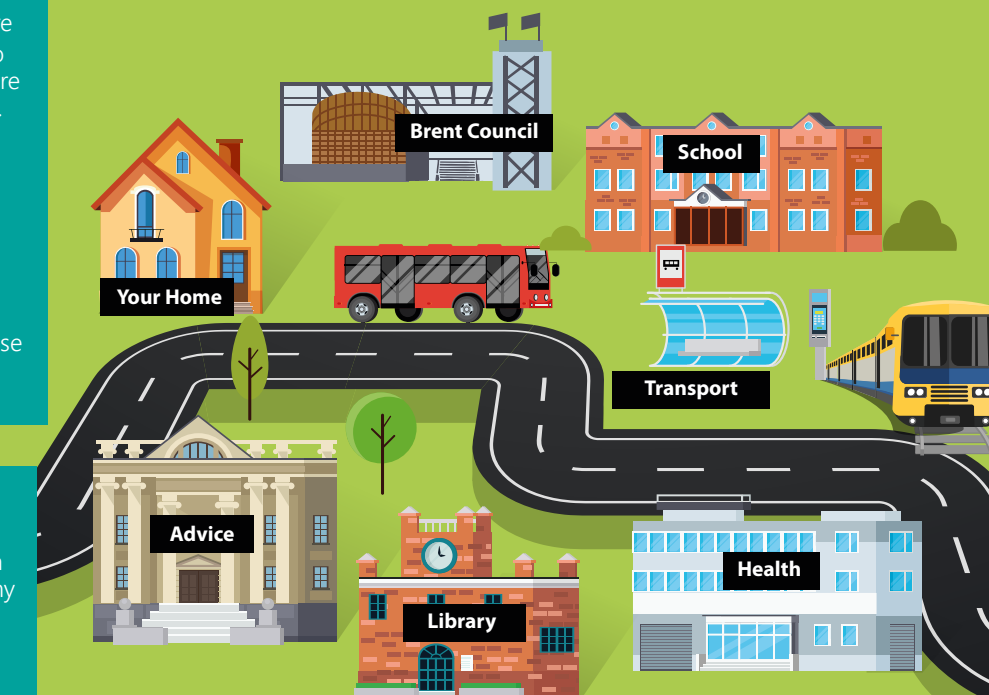
- Has a referral to adult social care been made?
- Has a continuing health care assessment been done?
- Involve my GP
- Are my benefits in the right name?
- Will I have a personal budget; who will help me with this?
- What further learning do I need?
- Where do I go for signposting and support?

Age 19-25

- I have friends
- I am independent
- I have good health
- I am in employment or training

Age 18-19

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



EARLY YEARS TO PRIMARY 0-11 YEARS

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

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

PREPARING FOR ADULTHOOD (PFA) OUTCOME – EMPLOYMENT, EDUCATION AND TRAINING

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

PFA OUTCOME – INDEPENDENCE

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

PFA OUTCOME – COMMUNITY INCLUSION

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

PFA OUTCOME – HEALTH

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

TRANSITION GUIDE AGE 13-14

YEAR 9: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

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

Education, health and care plan (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Responsibility</p> <p>School and the SENCO</p> <p>Local authority SEND officer and SEND service</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Social care</p> <p>Health</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>School nurse</p> <p>GP</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/lead professional</p> <p>Local authority to ensure that all the information is on the Local Offer and easily available</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Connexions/post-16 providers</p> <p>Careers advisers</p> <p>Parents/carers/young person</p>

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

TRANSITION GUIDE AGE 14-15

YEAR 10: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Year 10 annual review. Think about the update of the PfA outcomes</p> <p>Review of the support in school for those with additional needs but no EHC plan</p> <p>Family and young person to visit post-16 options</p> <p>Young people to have experienced work placements/ vocational opportunities and to have talked to a careers specialist and to have the beginning of a plan in place</p> <p>If likely to have a change of environment post-16 e.g. move from school to college, consider what might be needed for a smooth transition</p> <p>Adult social care referral for transition to be considered – timeliness for assessment taken into consideration</p>	<p>Begin to talk about what is important to the young person about friends/social life in the future and how this might be achieved</p> <p>Support the young person to talk about their aspirations and hopes and fears for their future</p> <p>How often is the young person going out or mixing with friends? Is this enough? Is more advice or support needed?</p> <p>Is the family accessing any information, is there support that they may need?</p> <p>Have the pathways been identified for the young person to engage in local community activities?</p> <p>Are plans in place to keep the network of friends in touch through social media apps?</p> <p>Has anyone considered a buddy scheme with other young people to accompany to social events?</p> <p>Look up brentyouthzone.org and the Local Offer to find community and volunteer groups</p>	<p>Ensure health professionals i.e. practice nurse and community nurse share information</p> <p>The NHS Ready Steady Go protocol is in place where required</p> <p>Health plan is underway and there is input from parents and young people</p> <p>Annual health check via GP if eligible and GP surgery is participating in the scheme</p> <p>Identifying and informing carers</p> <p>Consider carer assessment</p> <p>Are there opportunities for the young person to purchase and cook healthy food options?</p>	<p>Ensure skills for travelling as independently as possible are being practised at home and at school</p> <p>Consideration is given to what young people might need for the future i.e. accessing college, the community and employment</p> <p>Public transport routes and shared travelling arrangements to be considered</p> <p>Ensure that young people and families are accessing information about potential housing and accommodation options</p> <p>Has the family been able to come together to discuss this as a group? Are there opportunities to develop innovative approaches to accommodation with social care and housing associations?</p>	<p>What are the pathways that I can follow? What is on offer? What do I like doing? What support do I need?</p> <p>Identify job coaches to support young person into supported employment/ apprenticeships</p> <p>Have clear employment/ volunteering pathways</p> <p>Update career plan and/or vocational profile</p> <p>Identify aims, goals and outcomes for the future i.e. learning opportunities, increased independence skills, meeting ongoing care and support needs</p> <p>Plan visits to taster sessions and invite post-16 providers to review meetings</p>

Education, health and care (EHC) process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Responsibility</p> <p>School to convene a meeting with representatives from transition staff</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Social care</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>School nurse</p> <p>GP</p> <p>CAMHS</p> <p>Social care</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/lead professional</p> <p>Local authority to ensure that all the information is on the Local Offer and easily available</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Connexions/post-16 providers</p> <p>Parents/carers/young person</p>

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

TRANSITION GUIDE AGE 15-16

YEAR 11: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>EHC plan reviewed and new outcomes recorded on PfA section</p> <p>Review of support in school and in supported employment/training/volunteering so that transition to the next stage is smooth</p> <p>Ensure that the voice of the young person is heard around their hopes and aspirations for their future</p> <p>Young person decides on preferred post-16 option – this should have been undertaken and preparations underway prior to the annual review</p> <p>If moving on from school, post-16 placement confirmed by 31 March if an EHC plan is in place</p> <p>Multi-agency panel involved if request is for a specialist placement at a college</p> <p>Plan move if going to new environment and any adaptations required</p>	<p>Think about how to maintain the friendship groups after school ends – consider the use of social media</p> <p>Support the young person to plan how to keep in touch with others and vice versa</p> <p>Family needs to consider how they are going to develop confidence in allowing their son/daughter to engage in greater independent activities in the community without them</p> <p>Can/does the young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres, and youth clubs? Does the young person have any other ideas as to what they would like to do?</p> <p>Is the family accessing all the information or support they may need?</p> <p>Young people and families understand if they are eligible for short breaks post-16/18 and what is 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>Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility</p> <p>Ensure young person/family knows how their health needs will be met</p> <p>14+ Health Passport completed and GP contacted re: health check for those with learning difficulties</p> <p>Plan how services will be accessed in adult life in the development of their lifestyle i.e. equipment, therapies, specialist support, diet and exercise, sexual health, dentist, free prescriptions</p> <p>The involvement of the Ready Steady Go protocol is in place as appropriate</p>	<p>Think about the link between career plans and housing options to ensure young people consider where they might live when thinking about jobs/volunteering</p> <p>Ensure young person is travelling independently where possible at all times</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</p> <p>Think about time spent away from home and how this could help to develop independence</p> <p>Family and young person has information about the range of housing options available</p> <p>Information about benefits to be fully understood – families to have support to understand this. First benefits to be arranged at 15.5 years. This is crucial to ensure that the family income is maximised</p>	<p>Review work experience undertaken/plan further opportunities</p> <p>Continue discussions about future plans and explore a range of options</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 to find and secure employment</p> <p>Ensure that Connexions/ careers service is fully involved and plans are in place and understood by the young person and their family</p> <p>Consideration of time out of education and training if not full time and the support that might be needed</p>

Education, health and care (EHC) plan process	Friends, relationships and my Community	Good health	Developing independence	Education, training and finding employment
<p>Consider whether all appropriate professionals/organisations are involved, including advocacy. Identify and involve key adult professionals required</p> <p>Future education: Think about practicality of distance, travel routes hours and days as well as motivation, interest and personal development</p> <p>Think about how the young person is going to spend their time if the education/training is only three days a week</p> <p>Consider if any siblings are young carers and should have a Carers Assessment</p>	<p>Have you thought about personal budgets and direct payments?</p> <p>If young person is educated out of area start thinking about accessing Brent services on their return</p>		<p>Where appropriate, young person can use money/cards and transactions with/without support</p>	
<p>Responsibility</p> <p>School to convene a meeting with representatives from transition staff and multi-disciplinary team</p> <p>Local authority SEND team</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25)</p> <p>Health lead</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>School nurse</p> <p>GP</p> <p>CAMHS</p> <p>Social care</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/lead professional</p> <p>LA to ensure that all the information is on the Local Offer and easily available</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School</p> <p>Connexions/post-16 providers</p> <p>Parents/carers/young person</p>

TRANSITION GUIDE AGE 16-17

YEAR 12: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Consider how this annual review can be joined up with other reviews</p> <p>Families and young person discuss potential post 19 options with school, key workers, social care and health workers</p> <p>Adult assessments are taking place to ensure eligibility to appropriate services including adult care packages and informal carers</p> <p>Carers assessment as appropriate and consider transitional arrangements</p> <p>Full information to be available on personal budgets and direct payments.</p> <p>Discuss any potential transport arrangements</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>Is the young person able to:</p> <p>Access local services</p> <p>Travel/get out when they choose, either on their own, with friends or with support?</p> <p>Use a telephone, mobile, email, social networking, public transport, learning to drive, using taxis etc?</p> <p>If not, explore possible solutions</p> <p>Identify out of school/college activities the young person does or wants to access, including time spent away from home and area</p>	<p>Ensure young person/family are in control of financial support for keeping healthy</p> <p>Relevant professionals work together and share information/ understand how to communicate with the young person</p> <p>Annual health check is in place if eligible</p> <p>Mental Capacity Act to be considered in relation to the specific decisions included in the PfA pathway</p> <p>Continuing health care (adults) assessment – consider whether this is appropriate and agree who is best placed to complete it</p> <p>Identify post 18 support available and pathways for accessing these</p> <p>If educated out of area, plans to be made for accessing Brent health services on return</p>	<p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>All housing options to be clearly articulated to the young person and their family</p> <p>Benefits advice is available and support is in place to access these</p> <p>The young person has travel arrangements in place, where appropriate</p> <p>Local taxi drivers and local community employers/ businesses are aware of the needs of young people with SEND</p>	<p>Ensure career plan/vocational profile continues to be updated</p> <p>Plan to spend progressively more time in work-related learning or employment that the young person is interested in</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 and volunteering</p>

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

TRANSITION GUIDE AGE 17-19

YEAR 13-YEAR 14: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Mental Capacity Act: ensure that the young person has support to make informed decisions</p> <p>Potential best interest meeting and applications for deputyship may be required</p> <p>Young person, where appropriate, is able to articulate their hopes, aspirations and fears</p> <p>Personalised planning is in place which will consider:</p> <p>The content of any future study programme and how it will enable outcomes to be achieved</p> <p>Which professionals to be involved in future meetings</p> <p>A lead professional who will monitor the delivery of actions</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25) confirm:</p> <p>Eligibility for support</p> <p>Assessment of needs and indicative budget</p> <p>Create care and support</p> <p>The annual review clearly articulates the PfA outcomes highlighted in this section. Particular reference to employment and training</p>	<p>Think about the young person accessing mainstream activities and social settings with or without support. Can the young person access specialist social clubs and activities via the voluntary sector?</p> <p>Is the young person keeping contact with friends – what does the young person want?</p> <p>Does the family feel supported in letting their son/daughter access local community facilities? If not what are the solutions and who can support?</p> <p>How are personal budgets and direct payments being used?</p> <p>Ensure family is accessing any information or support they need, including carer's assessments to explore their own needs</p> <p>Ensure that the Local Offer informs the young person and family of all the information that is available</p> <p>Transition to adult respite services if eligible</p>	<p>Think about whether the young person can access health care independently or with support from specialist settings</p> <p>Ensure that the relevant health professionals are in contact with each other</p> <p>If the medical condition is ongoing into adulthood – complete the Ready Steady Go transition protocol</p> <p>Young person, family and professionals to have knowledge of the Children and Young People's Continuing Care National Framework to see if they are eligible</p> <p>Health lead invited to attend annual reviews</p> <p>Is the young person living and accessing a healthy lifestyle?</p> <p>Have they access and are able to purchase healthy food?</p> <p>Have they access to supported cooking facilities and support?</p>	<p>Ensuring arrangements are in place for managing the young person's money benefits – check required just prior to 19 years. This is critical to ensure that the family income is maximised</p> <p>Benefit advice is clear and forthcoming</p> <p>The young person is involved, where appropriate, in an independent travel programme with and without support</p> <p>There is a buddy system with friends in place to take the young person to social activities and facilities</p> <p>There are a number of housing/living/accommodation options available for the young person</p> <p>Families are in touch with other families in similar situations and can jointly discuss practical accommodation solutions</p>	<p>Ensure career plan/vocational profile continues to be updated</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in</p> <p>Continue to explore all possible options including supported employment apprenticeships, work based learning, work related learning at college, paid work, self-employment, high education and voluntary work</p> <p>Continue to explore the facilities in social care day services or independent day time activities and travel training</p> <p>There are a range of voluntary opportunities available in the local area</p>

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Consideration as to whether to cease the EHC plan – this is when the young person is:</p> <p>Accessing higher education</p> <p>Accessing paid work</p> <p>Aged 18 or over and has left education and no longer wishes to engage in further learning</p> <p>Leaving the local authority and moving to another area</p> <p>The young person can appeal if they disagree with the local authority's decision</p> <p>Agree information sharing protocols/joint assessments or support plans and regularity of review</p> <p>Identify key transition points in the pathway for adulthood - consider actions for transitions and funding arrangements</p>	<p>Is the young person able to:</p> <p>Access local services?</p> <p>Travel/get out when they choose either on their own with friends or with support?</p> <p>Use telephone, mobile, email, social networking public transport, learning to drive etc?</p> <p>If not, explore possible solutions</p>			
<p>Responsibility</p> <p>School/college/lead professional</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25)</p> <p>Local authority SEND case worker team</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/college</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25)</p> <p>Health lead</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/college</p> <p>Health</p> <p>GP</p> <p>CAMHS</p> <p>Social care</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/college/lead professional</p> <p>Local authority to ensure that all the information is on the Local Offer and easily available</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>School/college</p> <p>Connexions/post-16 providers</p> <p>Employers</p> <p>Voluntary groups</p> <p>Parents/carers/young person</p>

TRANSITION GUIDE AGE 19-25

PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>The EHC plan will cease where the young person moves onto higher education, paid work, volunteering or social care services (without education)</p> <p>If EHC plan continues, an annual review needs to be updated by college staff for the college setting, and by the provider for training programme or supported apprenticeship/traineeships</p> <p>Where a young person has an EHC plan and leaves education but then decides they wish to return (and are still under 25 years) the local authority will consider whether the previous EHC plan should be revived and renewed. It is possible, however, that the young person will have to go through the full EHC needs assessment if there have been significant changes</p> <p>Ensure that all the services are actively involved in the annual review process. If the EHC plan is ceased, sufficient exit plan arrangements are in place to secure appropriate provision and outcomes</p>	<p>Ensure the young person's social group is being maintained make sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Check if there is any additional advice or support required to develop or maintain friendships</p> <p>Continue to review the young person is developing skills to access local services, focusing on local travel and communication</p> <p>Ensure the family has information about support they can access including carer's assessment to review needs</p> <p>Review the young person's access to social media and update/support as necessary</p>	<p>Annual health check via GP if eligible and GP surgery is participating in the scheme</p> <p>Ensure that the young person knows how to keep healthy and has access to healthy food</p> <p>Ensure that the young person/ family are in control of any financial support for keeping healthy</p> <p>If the young person is educated out of the area, plans about accessing Brent health services on their return should be made</p> <p>Health service professionals are in contact with each other</p> <p>The young person may rely on family for good access to health care – ensure that the family has the appropriate support. Steps in place to encourage more independence</p>	<p>The young person may live at home, independently or in supported living setting and receiving housing benefits. Young person and family need to be aware of the various options and supported by the relevant professionals</p> <p>Some may live in college or residential care setting – it is essential that the young person and family is able to access information about potential options with the Local Offer being the starting point</p> <p>Ensure that there is access to an advocate for the young person to aid greater independence, if there is a need.</p>	<p>Ensure career plan/vocational profile continues to be updated</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, learning at a college or work based learning, paid work, self-employment, higher education and volunteering</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>

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p>Job applications, work experience or further study are planned as required by the young person</p> <p>Identify key transition points in the pathway and journey – consider actions required to make these transitions as smooth as possible</p>	<p>Investigate any specialist social groups/youth groups that the young person may want to attend and/or buddy up with others who are in the same position to create their own groups supported by personal budgets/direct payments etc</p>			
<p>Responsibility</p> <p>Education provider to host/ lead professional to convene a meeting with representatives from transition staff and multi-disciplinary team</p> <p>Local authority SEND case worker team</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25)</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>College</p> <p>Adult social care and the 0-25 social care team</p> <p>Health lead</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>College</p> <p>Health transition lead</p> <p>GP</p> <p>CAMHS</p> <p>Social care</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>College/lead professional</p> <p>Local authority to ensure that all the information is on the Local Offer and easily available.</p> <p>Adult social care and the Disabled Children and Young People's Service (0-25)</p> <p>Parents/carers/young person</p>	<p>Responsibility</p> <p>College</p> <p>Connexions/post-16 providers</p> <p>Career support adviser</p> <p>Employers</p> <p>Voluntary groups</p> <p>Parents/carers/young person</p>

WHERE TO GET LOCAL INDEPENDENT HELP AND SUPPORT

There are several organisations in Brent who can support you and your family on a wide range of SEND-related issues.

Brent SEND Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice about education, health and social care for families of children and young people with SEND up to the age of 25. The service can also offer support and advice in relation to an EHC needs assessment. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/brent-children-and-families-information-service-cfis

Brent Carers Centre offers information and support to carers across the borough and advises them about their rights and needs, as well as support for mental wellbeing and help to access respite support and grants brentcarerscentre.org.uk

Brent Children and Families Information Service (CFIS) holds information about a wide range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, children's centres, play schemes and leisure opportunities. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/brent-children-and-families-information-service-cfis

Other parents/carers
Some families like to speak to other parents/carers about their experiences. Brent Parent Carer Forum (BPCF) is the main network for parents/carers of children with SEND in the borough. For more information about the group visit bpcf.org

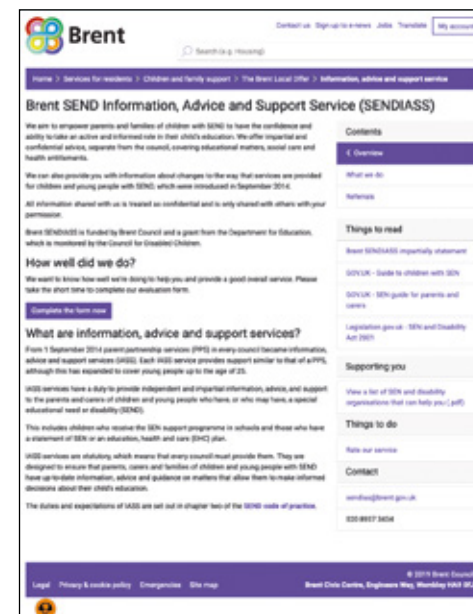
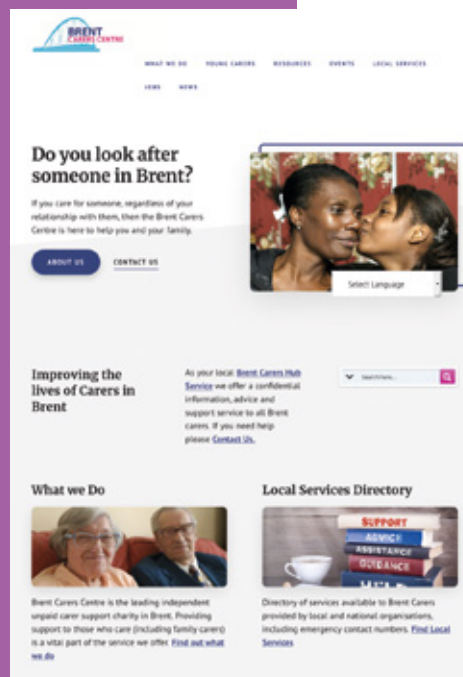
BRENT LOCAL OFFER

www.brent.gov.uk/localoffer

has information about health, education and social care services for children and young people with SEND aged from 0-25. It allows parents, carers and young people to find out about what services are available – and how to access them – all in one place. Information is regularly revised and updated and includes:

- Early years provision, childcare providers, schools and children's centres
- Local health services
- Information about education, health and care (EHC) plans
- How children without an EHC plan are supported in school
- Council services that support children and young people with SEND

- Targeted services for children and young people with additional needs including speech and language therapy, occupational therapy, physiotherapy and CAMHS
- Information about how to get a diagnosis of SEND
- Leisure, sports and arts opportunities for children and young people with SEND
- Specialist services for children and young people with high needs, including continuing health care and specialist community nursing
- Information about grants and benefits that you may be entitled to
- Support to help you and your child prepare for adulthood
- Local and national organisations that support families of children with SEND

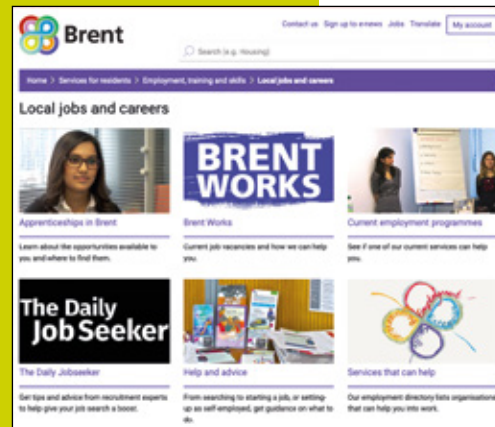


USEFUL CONTACTS AND WEBSITES

EDUCATION, EMPLOYMENT AND TRAINING

16-19 Bursary Fund a bursary to help with education-related costs for people aged 16-19 and studying at a publicly funded school or college in England (not a university) or on a training course, including unpaid work experience. www.gov.uk/1619-bursary-fund

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



Brent employment portal information about local job opportunities, apprenticeships, employment events, help and advice and more. www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers

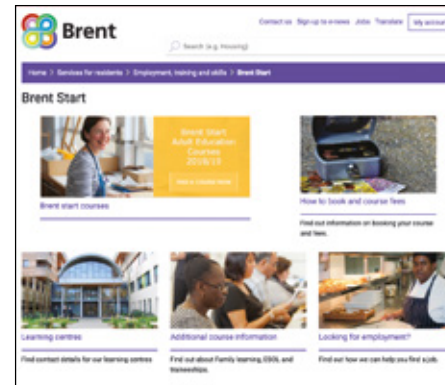
Brent Local Offer information about services that support children and young people with SEND in education settings, as well details about local schools, colleges and FE providers, local employment and training opportunities. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education

Brent Start offers a range of vocational courses for adults at centres across the borough. Courses for adults with learning difficulties are also available and additional

learning support is provided for students with disabilities. www.brent.gov.uk/brentstart

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

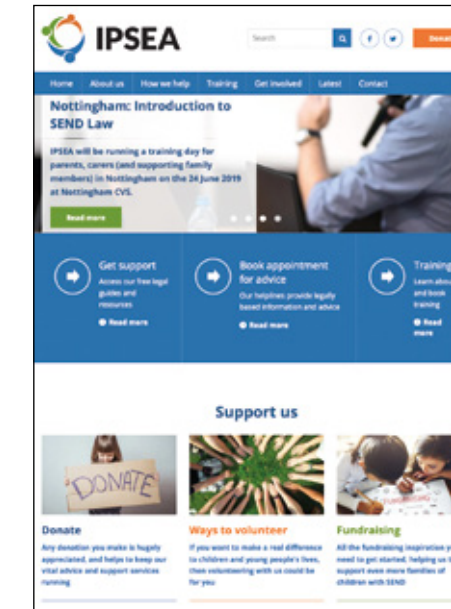
Central London Works an employability programme designed for people with disabilities and health conditions to gain sustainable employment. Can be referred from Job Centre Plus or via the council and will be assigned a dedicated caseworker who will support with all areas of employability including CVs,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



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

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

Learning Disability Supported Employment Service is delivered in Brent by the Royal Mencap Society and aims to secure job opportunities for individuals with recognised learning disabilities. It has a strong employer-engagement function as well as providing clients with job coaching. www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers/employment-programmes/learning-disability-supported-employment-service/

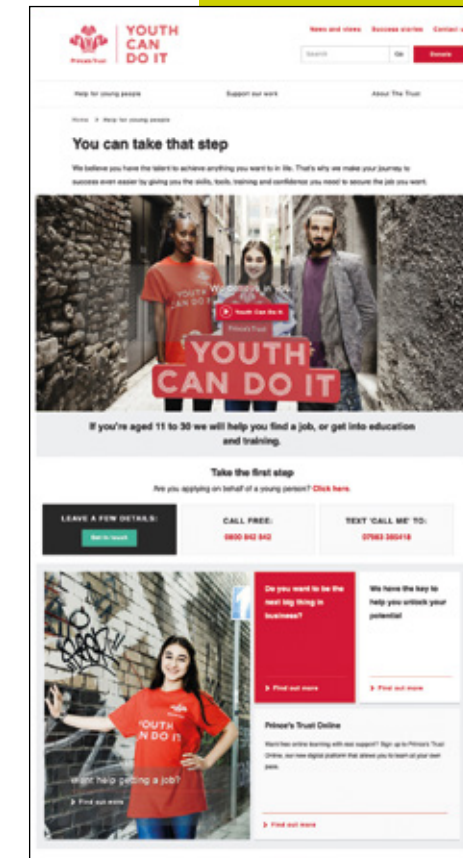


Natspec is the membership association for organisations which offer specialist further education and training for students with learning difficulties and/or disabilities. natspec.org.uk

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

Project Search is Brent Council's supported internships programme. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/project-search-supported-internships-programme/

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



HEALTH

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

Community and Adolescent Mental Health Services (CAMHS) provides support for the emotional wellbeing and mental health of children and young people in Brent. www.cnwl.nhs.uk/service/brent-child-and-family-clinic

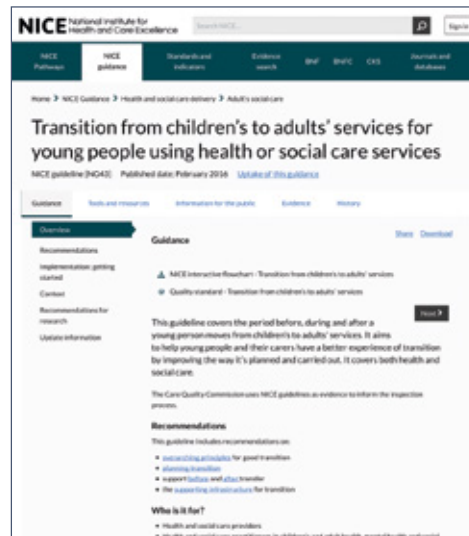
Brent Clinical Commissioning Group (CCG) is the NHS organisation that is responsible for planning and buying health care services for Brent residents. brentccg.nhs.uk

Brent Local Offer information and advice about local mainstream health and wellbeing services and specialist support and provision for children and young people with SEND. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/health-and-wellbeing

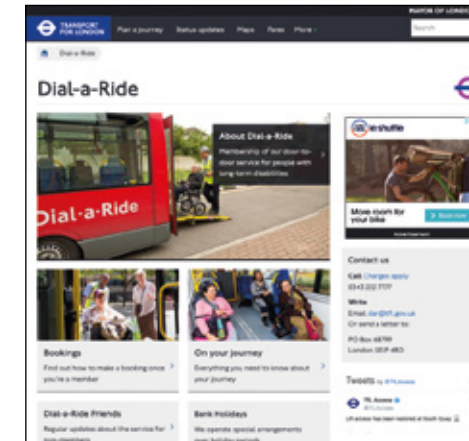
Getting a diagnosis of SEND information about different types of SEND, how to get a diagnosis and post-diagnosis support. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/my-child

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

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

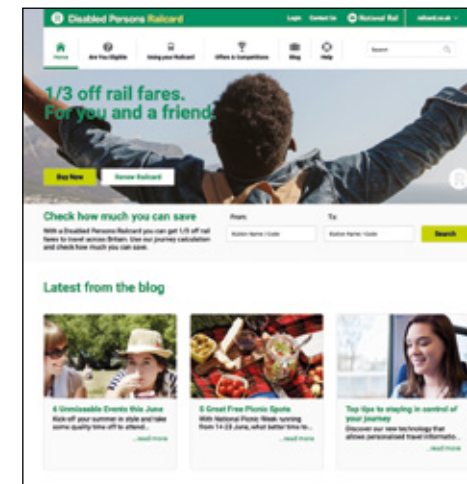


Dial-a-ride London is a door-to-door multi-occupancy transport service for people with disabilities who cannot use public transport. It can be used for all sorts of journeys such as shopping, visits to friends, appointments, and going out at night. www.tfl.gov.uk/modes/dial-a-ride/?cid=dialaride



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

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



Housing in Brent information about the options that are available in Brent for people who are not able to live by themselves. www.brent.gov.uk/services-for-residents/adult-social-care/other-housing-support

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

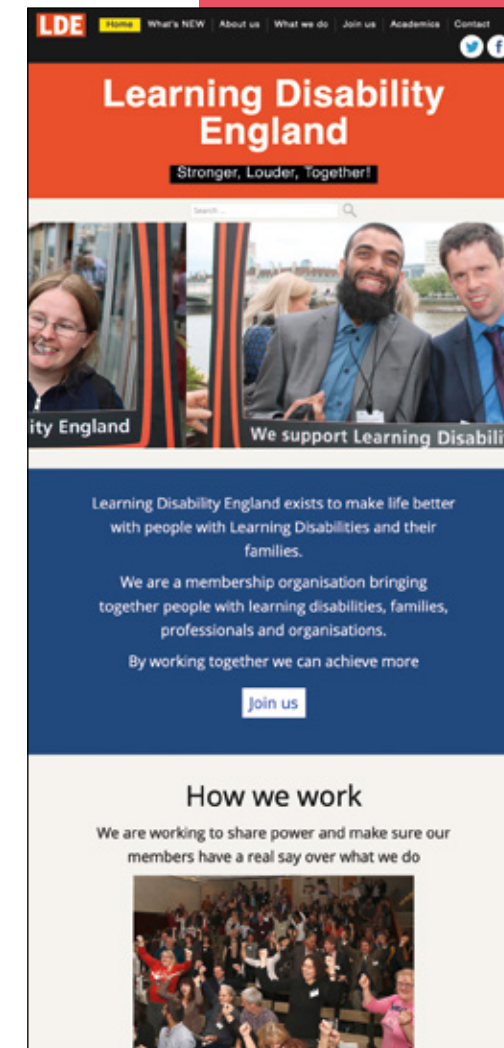
Living made easy offers impartial advice and information about independent living for young people and adults. www.livingmadeeasy.org.uk

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

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

The Blue Badge scheme is for people with severe mobility problems and allows holders to park close to where they need to go. The badge is registered to a person and not to a vehicle. www.brent.gov.uk/services-for-residents/adult-social-care/support-with-transport-and-parking/support-with-parking

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



INDEPENDENT LIVING AND GETTING AROUND

Brent Local Offer has information about home to school travel assistance for SEND, as well as discounted travel schemes and passes and help with parking in the borough. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/travel-transport-getting-around

Bus and Tram Discount Card People who receive Income Support, Employment and Support Allowance or Jobseeker's Allowance, may be eligible for a bus and tram discount photo card. www.tfl.gov.uk/fares-and-payments/adult-discountsand-concessions/bus-and-tram-discount?intcmp=1751

MOVING ON CHECKLIST

Check list	Tick box	Notes
Attend transition reviews held at young person's school from Year 9 onwards	<input type="checkbox"/>	
Visit Brent Local Offer website for information and how to get involved with the local parent carer forum	<input type="checkbox"/>	
Visit Brent Local Offer for support when the young person turns 18	<input type="checkbox"/>	
Has an annual health check been completed by the GP?	<input type="checkbox"/>	
Make sure young person has a health action plan and hospital passport if required	<input type="checkbox"/>	
Attend transition events	<input type="checkbox"/>	
Ensure you know the names and contact details of professionals involved in the transition arrangements for the young person	<input type="checkbox"/>	
Talk to your lead professional to ensure the adult social care assessment is completed before the age of 17	<input type="checkbox"/>	

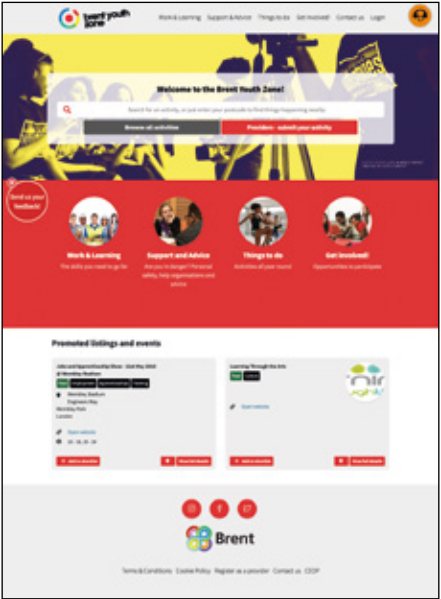
Check list	Tick box	Notes
Gain careers advice about prospective training	<input type="checkbox"/>	
Visit colleges and providers that the young person may be interested in attending	<input type="checkbox"/>	
Check the EHC plan is up-to-date and that the adult support plan has been agreed if eligible	<input type="checkbox"/>	
If not eligible for adult social care and the young person is not continuing education, ensure SEND or adult social care refers young person to employment pathways	<input type="checkbox"/>	
If in receipt of continuing care funding (via NHS), check for continuous health care assessment at age 17.5	<input type="checkbox"/>	
Contact Citizens Advice Brent to check benefits entitlement	<input type="checkbox"/>	
Does young person need to consider housing options for independent living?	<input type="checkbox"/>	
Explore what support exists in the community including, local centres, libraries, churches and groups	<input type="checkbox"/>	

COMMUNITY PARTICIPATION

Brent's Local Offer has details about activities, sports and things to do for children and young people with SEND. www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/activities-sports-and-things-to-do

Brent Youth Zone is a dedicated website for young people and has information about work and training providers, mental health, things to do and opportunities to participate locally. www.brentyouthzone.org.uk

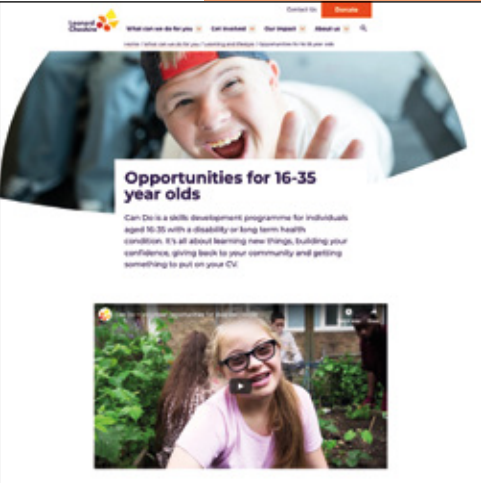
Brent Youth Parliament represents over 77,000 children and young people living in the borough and encourages them to express their views and have a say on decisions that affect them (includes young people with SEND). www.brent.gov.uk/services-for-residents/education-and-schools/youth-provision/brent-youth-parliament



Brent sports finder will help you find a club or sporting activity near you. www.brent.gov.uk/services-for-residents/sport-leisure-and-parks/sports/sport-activity-finder

Leonard Cheshire Disability runs a skills development programme for 16 to 35-year-olds with a long-term health condition or disability. www.leonardcheshire.org/what-we-can-do-you/learning-and-lifestyle/opportunities-16-35-year-olds

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



TOP TIPS



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



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



Get involved Attend your child's transition review meetings, information evenings and job fairs.



Information and advice Visit websites including Brent's Local Offer, Brent Children and Families Information Service (CFIS) and Brent SENDIASS.



Life skills and independence Encourage your child to be involved with cooking, laying table, laundry, and other household chores.



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



Network Join Brent Carer Parent Forum (BPCF) to exchange information and get mutual support.



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



Post-16 options Visit possible local provision such as 6th form centres, college open days and job fairs.



Socialising Talk about making friends, boyfriends, girlfriends /relationships. Encourage the young person to go out and about.



Talk to your child about leaving school. What they are interested in and what do they want to do?



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



19-25 options Explore options such as employment (The Harington Scheme, The Job Centre's Central London Works programme), supported internship opportunities or local apprenticeships.

USEFUL ACRONYMS

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
CLDD	Complex Learning Difficulties and Disabilities

CVI	Cerebral Visual Impairment
CYP	Child or Young Person
CSE	Child Sexual Exploitation
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
ECAT	Every Child a Talker
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELKLAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant

EYFS	Early Years Foundation Stage
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels
HI	Hearing Impairment
LA	Local Authority
LI	Language Impairment
LINS	Low Incidence Needs Service
MSA	Midday Supervisory Assistant
MSI	Multi-Sensory Impairment
MAPPA	Multi-Agency Public Protection Arrangements
NatSIP	National Sensory Impairment Partnership
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist

PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SILVER SEAL	An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator

SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf
VI	Visual Impairment
VOCA	Voice Output Communication Aids
YOS	Youth Offending Service

For an extended glossary of SEND terms, visit www.brent.gov.uk/media/16413184/send-glossary-may-2019.pdf

