



# SEFTON'S PREPARING FOR ADULTHOOD GUIDE

For parents and carers of children  
and young people with special  
educational needs and disabilities  
(SEND) aged 13-25

# Contents

Introduction.....	1	Transition Guide – Year 9.....	17
What is preparing for adulthood?.....	1	Transition Guide – Year 10.....	19
Who is this guide aimed at?.....	1	Transition Guide – Year 12.....	23
Sefton Parent Carer Forum.....	1	Transition Guide – Year 13 - Year 14.....	25
Education, Employment and Training.....	3	Transition Guide – Age 19-25.....	28
Annual EHCP Reviews:.....	3	Roadmap for Young People.....	30
Roles at Reviews.....	3	Sefton’s Special Educational Needs and/or Disability (SEND) Local Offer.....	31
Progression Routes – Education, Training and Employment.....	4	What is the Local Offer?.....	31
Pathway to Paid Employment.....	5	Buddy Up.....	32
Starting your own business.....	6	Leisure.....	33
Volunteering Opportunities.....	6	Active Choices Card.....	33
Sefton Home to School Transport.....	7	Aiming High.....	34
Is my child eligible for a free travel pass to school?.....	7	Sefton Carers Centre Services.....	35
School/college transport policy.....	8	How to open a Bank Account.....	37
How do I apply?.....	8	Transitions Protocols Jargon Buster.....	39
Can I appeal your decision?.....	8	Advice on how to stay safe.....	40
Health.....	9	Independent living with Sefton Arc.....	42
Context.....	9	Useful Resources and Information.....	43
10 steps to adult health services.....	12	Your Journey into Adulthood.....	48
New Referrals.....	12	Helping Young People Moving onto Adulthood.....	48
Children’s Social Care.....	13	Person-centred reviews.....	49
Disabled Children Family Support Team, Corporate Parenting Team, Locality Teams, Early Help Teams.....	13	My One Page Profile.....	50
Disability Service:.....	13	A Young Persons Guide to preparing for an Education Health and Care (EHC) Plan Review.....	51
Early Help & Family Wellbeing Centres:.....	13	Prompts for getting ready for your review.....	51
Leaving Care:.....	13	Printing this document.....	52
Sefton Transition Co-ordinators.....	14		
Adult Social Care Services.....	15		
Mental Capacity Act.....	15		



# Introduction

## What is preparing for adulthood?

Preparing for adulthood is the steps we take to enable children and young people with SEND to

- enjoy living a meaningful, independent and fulfilling life as possible
- achieve as much as they possibly can

This includes preparing for

- further/higher education, training and/or employment
- independent living, including supported living
- living as healthily as possible
- participating in our communities

It is never too early to start this preparation but usually it begins at the year 9 transition stage, aged 13/14.

## Who is this guide aimed at?

This guide is for young people with SEND, who are approaching their latter school years and their parents and carers who want more information on their future

options. It gives information on the preparing for adulthood process, what to expect, what they should be considering at each stage and who to contact for support and information. These young people will usually have an education, health and care plan (EHCP) or will be on SEN support. Those on Special Educational Needs (SEN) support should continue with 'assess, plan, do and review' until the young person leaves education or their support needs change.

## Sefton Parent Carer Forum

Sefton Parent Carer Forum (SPCF) works with Sefton Local Authority, education settings, Sefton Clinical Commissioning Groups (CCG) and NHS, social care and other service providers to ensure that the services they plan and deliver meet the needs of children and young people aged 0-25 with SEND. We do this through regular co-production and consultation.

The Preparing for Adulthood Guide will be reviewed regularly, if you have any feedback or comments please email [yourseftonyoursay@sefton.gov.uk](mailto:yourseftonyoursay@sefton.gov.uk)

This is version number 2 of the guide. Please visit the Preparing for Adulthood local offer page to view the latest version of this guide – [www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=8](http://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=8)

## We do this by

- Signposting - providing information for parents and carers in Sefton
- Consultation - we gather the opinions of parents and carers and together these become part of the larger parent voice when we are representing families
- Networking - we provide opportunities for parents and carers to join a network of others going through similar journeys as them. We do this through events, drop in sessions and social media
- Making changes - every member adds their voice and experiences to a growing body of Sefton parents, this, in turn, helps shape local services

Sefton Parent Carer Forum wanted to help co-produce this guide and try and gather as much information as possible all in one place. The guide cannot cover everything but can be used to provide a starting point to find support and advice.

**Website:** [www.seftonpcf.org](http://www.seftonpcf.org)

**Facebook:** SPCF - Sefton Parent Carer Forum

**Twitter:** @SeftonPCF

**Email:** [seftonparentcarerforum@gmail.com](mailto:seftonparentcarerforum@gmail.com)



# Education, Employment and Training

Sefton Council's aim is that all young people with Special Educational Needs and/or Disabilities (SEND) achieve their potential. High quality provision should be in place to enable young people to progress in learning, with the long term aim of achieving paid employment where possible.

All schools (Special and Mainstream) must provide information, advice and guidance. In addition, Sefton Council commissions Career Connect (formerly known as Connexions) to provide information, advice and guidance (IAG) to young people between the ages of 13 -24 where the young person has additional needs and had or has an Education, Health and Care Plan (EHCP).

For full details on Career Connect offer, visit [www.seftondirectory.com/kb5/sefton/directory/service.page?id=QwybcMnrYL0&localofferchannel=8](http://www.seftondirectory.com/kb5/sefton/directory/service.page?id=QwybcMnrYL0&localofferchannel=8)

Young people who are Not in Education, Employment or Training (NEET) or are at risk of becoming NEET can receive support from Career Connect to help them to stay in education and achieve in learning.

## Annual EHCP Reviews:

All Annual EHCP Reviews from Year 9 onwards must focus on achieving the Preparing for Adulthood outcomes, including Education, Training and Employment.

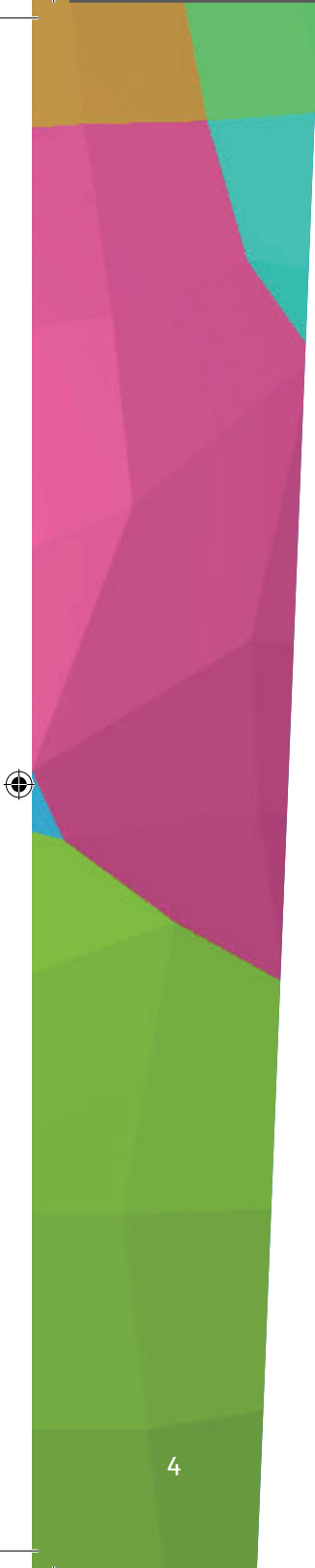



## Roles at Reviews

**Young Person/Parent/Carer** – Provide views in the format that they choose. May include attending Reviews or identifying views through alternative routes

**School** – set Review date, work with Post 16 Providers to facilitate Transition, invite SEN team to Year 9 and 11 Reviews

- Year 9 – introduce Preparing for Adulthood themes
- Year 10 – Arrange visits to future potential future provision
- Year 11 – Autumn Review followed by Transition visits

Schools have a statutory responsibility to provide impartial IAG, supporting the young people and their families to identify appropriate future pathways, ensuring that the view of the young person is considered.



**Career Connect** – Can provide independent, impartial, Information, Advice and Guidance regarding future pathways and progression routes

**SEN Team** – Co-ordinate information (including Health and Social Care), update EHCP, issue Placement requests to Providers and collate responses.

**Transitions Team** – Identify potential Social Care support requirements, ensuring that needs are met by Adult Social Care

## Progression Routes – Education, Training and Employment

Prior to leaving school, each young person should have a preferred option for their Post 16 pathway, aided by support from the school and, where suitable, Career Connect.

Careers, Information, Advice and Guidance should have been provided resulting in the identification of suitable progression routes.

Young people may leave school at 16 but must continue in education or training until their 18th birthday.

All young people with SEND up to 19 should follow a study programme that stretches them, prepares them for adulthood and supports progression into work or further study.

A Study Programme is available to 16-19 year olds and consists of an academic programme or a substantial vocational qualification and is a mixture of qualification and non-qualification (tutorial and work experience) hours. For the non-qualification hours, learners are required where appropriate, to take part in work experience, that is relevant to their course of study.

Young people who haven't yet achieved GCSE grade 4 or above in English and Maths at 16 will continue to study these subjects, by taking Functional Skills or similar provision to enable them to progress towards their GCSE achievement.

Those students who aren't able to study an academic programme or a substantial vocational qualification due to their level of need, will follow a non-qualification programme. The activities must prepare them well for employment, independent living, being healthy adults and participating in society. Young people should not be repeating learning they have already completed successfully.

Applications for Post 16 learning must be submitted early in the school year, in line with the applications deadline for any sixth forms or colleges. In Sefton, there are two Local Further Education Colleges are [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk) and [www.southport.ac.uk](http://www.southport.ac.uk). You can check the College websites for information on open days or evenings.

Young people and their parents may also wish to explore special arrangements for exams. Students with SEND may need help such as extra time, a computer or a smaller/individual room. Access arrangements allow them to sit exams as fairly and comfortably as possible. School SENCOs /college staff will be able to provide advice and support.

## Pathway to Paid Employment

Young people should also start to consider the type of support required to achieve paid employment. Options include Traineeships, Apprenticeships, Supported Internships and self-employment.

### Traineeships

These are education and training programmes with work experience, focusing on giving young people the skills and experience they need to help them compete for an apprenticeship or other jobs. Traineeships last a maximum of six months and include core components of work preparation training, English and maths GCSE (unless GCSE grade 4-9 standard has been achieved) and a high quality work experience placement. Young people can retain their EHC Plan when on a traineeship.

### Apprenticeships

These are paid jobs that incorporate training, leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Many lead to highly skilled careers. Young people with EHC plans can retain their plan when on an apprenticeship.

### Supported internships

These are structured study programmes for young people with an EHC Plan, based primarily with an employer. Internships can last up to a year and include extended unpaid work placements of at least six months. Wherever possible, they support the young person to move into paid employment at the end of the programme. Students complete a personalised study programme which includes the chance to study for relevant substantial qualifications, if suitable, and English and maths to an appropriate level. Young people with EHC plans will retain their plan when undertaking a supported internship.

Young people may be eligible for funding from Access to Work. This is available from the Department for Work and Pensions. Schools and Post 16 institutions should support young people to apply if they are considering entering into apprenticeships, traineeships or supported internships.

The local authority will work in partnership with the young person, their family and the Post 16 institution to determine the best route for them. A thorough assessment will be conducted to ascertain the student's potential, abilities, interests and areas they want to develop. A similar assessment will be carried out with any potential work placement to make certain the experience is a positive one for the young person.

## Starting your own business

To start your own business you need a good business idea, enterprise skills, advice from expert and must be prepared to work really hard. Free, impartial advice can be obtained by visiting Sefton's business support website: [www.investsefton.com](http://www.investsefton.com) or [www.seftonatwork.net](http://www.seftonatwork.net)

## Volunteering Opportunities

The Volunteer Centre Sefton works with individuals and organisations in the borough of Sefton to promote, deliver and develop high quality voluntary opportunities.

The Volunteer Centre supports the increasing number of people engaged in volunteering in Sefton by referring potential volunteers to opportunities within the local voluntary, community and faith sector. They do this

through a variety of methods including one-to-one interviews, newsletters and email updates, and online registration and search engine using an online tool called Volunteer Connect.

To view Volunteering Opportunities in Sefton please visit Volunteer Centre Sefton <https://volunteeringsefton.org.uk>





# Sefton Home to School/College Transport

If you require transport for a child with an Education Health and Care Plan (EHCP) or have a query about transport for a child who attends a Special School or a Resourced Unit within a mainstream school, please contact the Travel Support team on 0151 934 3399 or by emailing [Travel.Support@sefton.gov.uk](mailto:Travel.Support@sefton.gov.uk).

If your child does not have an EHCP and you would like to apply for travel support to a mainstream school please see the information below.

Parents and carers are responsible for ensuring that their children attend school regularly and on time. Most pupils in Sefton:

- Walk to school, accompanied if necessary, by a parent/carer; or
- travel to school on public transport; or
- are driven to school by parents.

Wherever possible the Local Authority (LA) expects parents to make similar arrangements for children attending mainstream schools. The LA has a statutory duty, and in appropriate circumstances discretionary powers to provide assistance with home to school travel, based on a pupil's individual needs and circumstances.

SEFTON'S PREPARING FOR ADULTHOOD GUIDE

## Is my child eligible for a free travel pass to school?

School aged children (pupils up to age 16) are eligible for free home to school travel support if they:

- Are attending their nearest qualifying school and meet the eligible distance criteria relevant to their age group
- Are from a low income family and are attending a qualifying school and meet the eligible distance criteria

Further details including what is a qualifying school can be found within the Sefton Home to School Transport Policy via this Local Offer page

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=MBRSyhUJzWA&localofferchannel=0>

# School/college transport policy

## How do I apply?

You can apply by completing the 2020-2021 travel pass or transport application form that's appropriate to you or your child.

Further details including Sefton Home to School Transport Application Form. Sefton's Home to School Transport Appeals and can be found via this Local Offer page

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=MBRSyhUJzWA&localofferchannel=0>

*Please note that Sefton Council does not provide financial support for post-16 student travel.*

## Can I appeal your decision?

If you are informed that your child is not eligible for travel support under the current policy you will be offered the right of appeal against the decision.

Information about how you can about this will be included with the offer letter (the decision) that you receive.



SEFTON'S PREPARING FOR ADULTHOOD GUIDE

# Health

## Context

Transition between Health services may happen at different points of a child's life. Examples of this are; from midwifery to health visiting and school nursing services, between general and specialist health services, or from a service in one area to another. Transition between children's and adult Health services generally occurs around a child's 16<sup>th</sup> birthday, however planning for this will likely have started at around age 14 years and may only happen when a child reaches 18 years.

Sefton has two clinical commissioning groups (CCGs) which arrange for services to be provided to meet the health needs of the local population, these are NHS South Sefton CCG and NHS Southport and Formby CCG.

More information for the CCGs can be accessed here, along with contact details:

[www.southseftonccg.nhs.uk/about-us](http://www.southseftonccg.nhs.uk/about-us)

[www.southportandformbyccg.nhs.uk/about-us](http://www.southportandformbyccg.nhs.uk/about-us)

In addition to this Sefton Council's Public Health department has responsibility for commissioning the local universal community child health services which includes health visiting and school nursing services. More information about the department can be accessed here:

<https://www.sefton.gov.uk/public-health>

Health services are available across Sefton to provide care and support to children, young people and their families from pregnancy through to adulthood. Most of these services can be accessed through your GP, however health visiting and school nurses are provided to all children and young people from 0-25 years depending on need. More information about your local health visiting and school nursing services can be found by accessing Mersey Care NHS Trust's website, the link for which is given in the table on the next page.

The lead NHS provider organisations delivering care to children and young people in Sefton are as follows:

Who	What	Contact
Alder Hey Children's NHS Foundation Trust	Children's community and hospital based services treating common illnesses to highly complex and specialist conditions	<a href="http://www.alderhey.nhs.uk">www.alderhey.nhs.uk</a>
Lancashire and South Cumbria NHS Foundation Trust	Adult community services including wheelchair, phlebotomy and continuing healthcare services	<a href="http://www.lscft.nhs.uk">www.lscft.nhs.uk</a>
Liverpool University Hospitals NHS Foundation Trust	Adult hospital based emergency departments, intensive care and specialist medical and surgical services	<a href="http://www.liverpoolft.nhs.uk">www.liverpoolft.nhs.uk</a>
Mersey Care NHS Foundation Trust	Adult community and hospital based mental health and neuro development (including ASD) and therapy services	<a href="http://www.mersecare.nhs.uk">www.mersecare.nhs.uk</a>
NHS Midlands and Lancashire Commissioning Support Unit	Children's complex needs and community continuing care service	<a href="http://www.midlandsandlancashirecsu.nhs.uk">www.midlandsandlancashirecsu.nhs.uk</a>
Mersey Care NHS Foundation Trust	Family public health services including immunisation, health visiting and school nursing services	<a href="http://www.mersecare.nhs.uk/our-services/southport-formby">www.mersecare.nhs.uk/our-services/southport-formby</a> <a href="http://www.mersecare.nhs.uk/our-services/south-sefton">www.mersecare.nhs.uk/our-services/south-sefton</a>
Southport and Ormskirk Hospital NHS Trust	Adult and children's accident and emergency services, intensive care and a range of medical and surgical specialities	<a href="http://www.southportandormskirk.nhs.uk/about-us">www.southportandormskirk.nhs.uk/about-us</a>

In addition to services provided by NHS organisations, other independent providers and charity and voluntary services and Sefton's Education and Social Care services support children and young people with their mental and physical health and emotional wellbeing. More information can be found on Sefton's Local Offer [www.seftondirectory.com/localoffer](http://www.seftondirectory.com/localoffer) and for general NHS information please click on the following link <https://www.nhs.uk>

Supporting children and young people to gain independence, according to ability, often starts when children are young. Preparing for Adulthood, according to the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) is *particularly relevant to children and young people aged 14 years and over....to achieve the best outcomes in employment, independent living, health and community participation.*

Children and Adult Health services work closely across Sefton to ensure that the needs of the children and young people in this area are met following legislation and national guidance, an example of which can be found by following this link: [www.nice.org.uk/guidance/ng43](http://www.nice.org.uk/guidance/ng43)

### Education, Health and Care Plans (EHCPs)

When Sefton Council receive an application for an assessment for an EHCP, Health professionals are asked to contribute. This information can be updated at the annual review of the EHCP to reflect ongoing needs.

### LD Health Checks

Children and young people aged 14 years and over with a learning disability are eligible for an annual review with their GP. More information can be found here: <https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/> or by contacting your GP.

### Existing Health appointments

From the age of 14, planning for transition to Adult Health services should be discussed with the child or young person and their family. For most health services, ongoing care is transferred between children's and adult services. There are differences in the services offered and some services that are offered for children may not be offered in the same way for adults. It may be the case that children and young people are referred to the care of their GP rather than a hospital based specialist service.

## 10 steps to adult health services

*The 10 Steps Transition Pathway is a simple generic pathway that describes the important steps for a young person, their parents, and professionals, as the young person moves from children's to adult services. There are lots of resources for young people, their parents and professionals to help make transition to adult services smooth, supported and empowered. more details about the process can be found here: [10stepstransition.org.uk](http://10stepstransition.org.uk)*

## New Referrals

Some referrals made to children's Health services for you or your child are dependent on age and might need to be passed on to adult services. This may be the case for those services with waiting lists which may result in children or young people becoming adults before they are seen.

If you have any concerns about transition between services please discuss this with the person who provides the care to you or your child, this may be a GP or a specialist doctor, nurse, health visitor or therapist. If you feel that any concerns are not resolved then the Patient Advice and Liaison Service (PALS) can be contacted. Each NHS Provider has it's own PALS department, the details for which can be

found by accessing the website links detailed in the table above, however more information can be accessed here:

[www.nhs.uk/common-health-questions/nhs-services-and-treatments/what-is-pals-patient-advice-and-liaison-service](http://www.nhs.uk/common-health-questions/nhs-services-and-treatments/what-is-pals-patient-advice-and-liaison-service)



# Children's Social Care

## Disabled Children Family Support Team, Corporate Parenting Team, Locality Teams, Early Help Teams.

At the beginning of Year 9 professionals working in Children's Social Care/Early Help Teams will:

- Identify any young person currently open to the team who may be eligible for an assessment by Adult Social Care Services.
- Complete Transitions paperwork for submission to Adult Social Care when the young person is 14 years old. These will be updated at 16 years and as and when their care needs change.

## Disability Service:

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=ixZZSsqY3Ik&localofferchannel=0>

## Early Help & Family Wellbeing Centres:

<https://www.seftondirectory.com/kb5/sefton/directory/newfamily.page?newfamilychannel=2>

## Leaving Care:

<https://www.sefton.gov.uk/social-care/children-and-young-people/children-looked-after/children-in-care-and-care-leavers/sefton-local-offer-for-care-leavers.aspx>

## Sefton Transition Co-ordinators

- Sefton has two transitions co-ordinators who work with young disabled people from the age of 14- 25 years old. The co-ordinators are employed by adult social care to facilitate the smooth transition of young people with care and support needs from Children's Services to Adult Services. The co-ordinators provide support, advice and guidance to young people and their families/carers throughout transition. They attend EHCP reviews and planning meetings for young people in Special Schools and Colleges from year 9 (14 years) onwards and ensure that Adult Services are aware of any young people who may require a Care Act assessment (including those who aren't currently open to Children's Services). They can also signpost young people who do not require social care to other appropriate options.

<https://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=oGkYU2LP1YM>

For More Information About Transition to Adult Services  
See Sefton's Transition Protocol:

[https://search3.openobjects.com/mediamanager/sefton/fsd/files/transitions\\_protocols\\_26\\_5\\_2020.pdf](https://search3.openobjects.com/mediamanager/sefton/fsd/files/transitions_protocols_26_5_2020.pdf)



SEFTON'S PREPARING FOR ADULTHOOD GUIDE



# Adult Social Care Services

Adult social care teams will take an active role in the planning and preparation of a young person's transition to adulthood, carrying out an adult social care assessment when it would be of significant benefit to do so. Adult social care assessment must consider:

- Appropriate and proportionate assessments;
- Safeguarding;
- Strength based/asset based approach
- Preventing needs;
- Integrated assessments

Current needs and how these impact on wellbeing;

- Whether the young person is likely to have needs after they turn 18, regardless of whether the child or individual currently receives any services; and
- If so, what those needs are likely to be and which are likely to be eligible needs
- The outcomes the young person or carer wishes to achieve in day-to-day life and how care and support (and other aspects) can contribute to achieving them

The assessment should also take the following into account:

- Fluctuating needs,
- Supporting the person to be involved
- If the person has “substantial difficulty” (in being involved in the process) and requires an advocate;

## Mental Capacity Act

### Transition and Mental Capacity

Young people over compulsory school age have the right to participate in decisions about the provision that is made for them and be consulted about provision in their areas, although there is nothing to stop them asking their parents, or others to help them make the decision. However, some young people, and possibly some parents, will not have the mental capacity to make certain decisions. Provision is made in the Children and Families Act to deal with this. Under the Act, lacking mental capacity has the same meaning as in the Mental Capacity Act (MCA) 2005.

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity

Act 2005. The underlying principle of the Act is to ensure that those who 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 interests. Decisions about mental capacity are made on an individual basis, and may vary according to the nature of the decision. Someone who may lack capacity to make a decision in one area of their life may be able to do so in another.

For further information, please visit [www.mencap.org.uk/advice-and-support/mental-capacity-act](http://www.mencap.org.uk/advice-and-support/mental-capacity-act) or Mental Capacity Act 2005 [www.legislation.gov.uk/ukpga/2005/9/contents](http://www.legislation.gov.uk/ukpga/2005/9/contents)

### Assessment:

<https://www.sefton.gov.uk/social-care/adults/social-care-assessment/>

A Care and Support Plan will be produced for any adult who has eligible social care needs and requires support to meet those needs.. The plan will be reviewed regularly.

### Support information:

<https://www.sefton.gov.uk/social-care/adults/find-support/living-independently.aspx>

<https://www.seftondirectory.com/kb5/sefton/directory/adult.page?adultchannel=0>

### Charging Information:

<https://www.sefton.gov.uk/media/1056/factsheet-5-fees-and-charges-21-22.pdf>



The grid below provides a reference guide for young people, and parents/carers for Education, Health and Care (EHC) Plan process, Friends, relationships and my community, Good health, Developing independence and Education, training and finding employment.

## Transition Guide – Year 9

### Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● Year 9 Review co-ordinated by the school.</li> <li>● Ensure that the voice of the young person is heard around their hopes and aspirations for their future</li> <li>● Review will be attended by SEN Casework Officer</li> <li>● EHC plan is reviewed and new outcomes written in line with the PFA areas</li> <li>● Family and young person fact find about post-16 provision</li> <li>● Local authority SEND services to update EHC plan. Think about the need for personal budgets or direct payments to support the move into adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>● Think about young person's friendship group, closest friends and other key people in their school and local community</li> <li>● All to think about how these friendships can be kept and developed –using social media and the curriculum</li> <li>● Family has access to all the local community facilities and support services that they need</li> <li>● Think about any out of school activities the young person does or would like to access</li> <li>● Think about how the family can support building friendships</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to plan how resources/ services will be accessed in adult life e.g. equipment, therapies, specialist support, accessing GPs, prescriptions, dentist, opticians</li> <li>● Ensure that the curriculum, young person and family are thinking about promoting good diet, exercise and sexual health</li> <li>● People with learning difficulties are entitled to an annual health check from age 14 – ask at GP surgery</li> </ul>	<ul style="list-style-type: none"> <li>● Start talking about the skills needed for independence in the future</li> <li>● Work with the school to think about the curriculum opportunities that might be available to develop independent travel training, budget/ money and domestic skills</li> <li>● Family and young person to think how they can develop these at home and during the holidays</li> <li>● Explore ideas of where the young person may live and know how to access information about a range of potential housing</li> </ul>	<ul style="list-style-type: none"> <li>● Identify long term aspirations and how these relate to subject choices or hobbies</li> <li>● Promote idea of paid employment</li> <li>● Agree with the young person who will help support them in developing an Action Plan</li> <li>● Discuss work placements, work experience, volunteering opportunities with school and family</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>School and the SENCO to arrange Annual Review</li> <li>Local authority SEND Casework Officer</li> <li>Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>School</li> <li>Social care/Early Help/Aiming High</li> <li>Health</li> <li>Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>GP</li> <li>School</li> <li>School nurse</li> <li>Parents/carers/young person</li> <li>Targeted/Specialist Services e.g. <ul style="list-style-type: none"> <li>Community Paediatrics</li> <li>CAMHS</li> <li>OT</li> <li>Physiotherapy</li> <li>Speech &amp; Language etc</li> </ul> </li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>School/lead professional</li> <li>Local authority to ensure that all the information is on the Local Offer and easily available Parents/carers/young person</li> <li>Travel Training</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>School Careers advisers</li> <li>Career Connect/post-16 providers</li> <li>Parents/carers/young person</li> </ul>

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 SEND.



# Transition Guide – Year 10

## Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● Year 10 annual review. Review the PFA outcomes</li> <li>● Ensure that the voice of the young person is heard around their hopes and aspirations for their future</li> <li>● Family and young person to visit post-16 options</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to talk about what is important to the young person about friends/social life in the future and how this might be achieved</li> <li>● Support the young person to talk about their aspirations and hopes and fears for their future</li> <li>● How often is the young person going out or mixing with friends? Is this enough? Is more advice or support needed?</li> <li>● Is the family accessing any information, is there support that they may need?</li> <li>● Have the pathways been identified for the young person to engage in local community activities?</li> </ul>	<ul style="list-style-type: none"> <li>● Health plan is underway and there is input from parents and young people</li> <li>● Annual LD health check with GP if eligible</li> <li>● Consider carer assessment</li> <li>● Encourage greater responsibility over management of health conditions if appropriate</li> <li>● Access to school nurse via Mersey Care NHS Trust</li> <li>● Involvement from Alder Hey's Transition team for those with complex care needs</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure skills for travelling as independently as possible are being practised at home and at school</li> <li>● Consideration is given to what young people might need for the future i.e. accessing college, the community and employment</li> <li>● Public transport routes and shared travelling arrangements to be considered</li> <li>● Ensure that young people and families are accessing information about potential</li> <li>● Housing and accommodation options</li> <li>● 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?</li> </ul>	<ul style="list-style-type: none"> <li>● Arrange visits to potential Post 16 Providers</li> <li>● Invite post-16 providers to review meetings</li> <li>● Consider possible progression routes</li> <li>● Identify job coaches to support young person into supported employment/ apprenticeships</li> <li>● Have clear employment/ volunteering pathways</li> <li>● Update Action Plan Identify aims, goals and outcomes for the future i.e. learning opportunities, increased independence skills, meeting ongoing care and support needs</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● 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</li> <li>● Adult social care referral for transition to be considered – timeliness for assessment taken into consideration</li> </ul>	<ul style="list-style-type: none"> <li>● Are plans in place to keep the network of friends in touch through social media apps?</li> <li>● Is the young person involved with Aiming High/Buddy Up/Community or Leisure Activities?</li> </ul>			
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School and the SENCO to arrange Annual Review</li> <li>● Local authority SEND Casework Officer</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School</li> <li>● Social care/Early Help/Aiming High</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● GP</li> <li>● School</li> <li>● Targeted/Specialist Services e.g. <ul style="list-style-type: none"> <li>• Community Paediatrics</li> <li>• CAMHS</li> <li>• OT</li> <li>• Physiotherapy, Speech &amp; Language etc</li> </ul> </li> <li>● School nurse</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/lead professional</li> <li>● Local authority to ensure that all the information is on the Local Offer and easily available Parents/carers/young person</li> <li>● Travel trainers</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School</li> <li>● Career Connect/post-16 providers</li> <li>● Parents/carers/young person</li> </ul>

The Year 10 review is the beginning of the process for choosing post-16 options. It will be important for post-16 and post 19 providers to be consulted so provision/support can start to be discussed.

# Transition Guide – Year 11

## Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● EHC plan reviewed and new outcomes recorded</li> <li>● Review will be attended by SEN Casework Officer</li> <li>● Review of support in school and in supported employment/ training/ volunteering so that transition to the next stage is smooth</li> <li>● Ensure that the voice of the young person is heard around their hopes and aspirations for their future</li> <li>● Young person decides on preferred post-16 option – this should have been undertaken and preparations underway prior to the annual review                             <ul style="list-style-type: none"> <li>• If moving on from school, the Final Amended EHC Plan confirming post-16 placement or type of placement issued by 31 March.</li> <li>• Multi-agency panel involved if request is for a specialist placement at a college</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Think about how to maintain the friendship groups after school ends – consider the use of social media</li> <li>● Support the young person to plan how to keep in touch with others and vice versa</li> <li>● 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</li> <li>● 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?</li> </ul>	<ul style="list-style-type: none"> <li>● Young person should be enabled to give their views and will be of a legal age to consent to medical treatment (consider capacity)</li> <li>● 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</li> <li>● Ensure young person/ family knows how their health needs will be met</li> <li>● Annual LD health check with GP if eligible.</li> <li>● 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</li> <li>● Access to school nurse via Mersey Care NHS Trust.</li> </ul>	<ul style="list-style-type: none"> <li>● Think about the link between career plans and housing options to ensure young people consider where they might live when thinking about jobs/ volunteering</li> <li>● Ensure young person is travelling independently where possible at all times</li> <li>● 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</li> <li>● Think about time spent away from home and how this could help to develop independence</li> <li>● Family and young person has information about the range of housing options available</li> <li>● Information about benefits to be fully understood.</li> </ul>	<ul style="list-style-type: none"> <li>● Update Action Plan</li> <li>● Review work experience undertaken/ plan further opportunities</li> <li>● Consider progression route and type of transition support needed</li> <li>● Explore how any personal budget or direct payment might be used to support employment aspirations</li> <li>● Explore any other funding that might be available to support young people to find and secure employment</li> <li>● Ensure that Career Connect is fully involved and plans are in place and understood by the young person and their family</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● Plan move if going to new environment and any adaptations required</li> </ul>	<ul style="list-style-type: none"> <li>● Is the family accessing all the information or support they may need?</li> <li>● Young people and families understand if they are eligible for short breaks post-18 and what is available</li> <li>● Have you thought about personal budgets and direct payments?</li> <li>● If young person is educated out of area start thinking about accessing Sefton services on their return</li> </ul>		<ul style="list-style-type: none"> <li>● Where appropriate, young person can use money/ cards and transactions with/ without support</li> </ul>	
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School and the SENCO to arrange Annual Review</li> <li>● Local authority SEND Case work Officer</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School</li> <li>● Social Care/Early Help/Aiming High</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● GP</li> <li>● School</li> <li>● Targeted/Specialist Services e.g. <ul style="list-style-type: none"> <li>• Community Paediatrics</li> <li>• CAMHS</li> <li>• OT</li> <li>• Physiotherapy</li> <li>• Speech &amp; Language etc</li> </ul> </li> <li>● School nurse</li> <li>● Social care Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/lead professional</li> <li>● LA to ensure that all the information is on the Local Offer and easily available Parents/carers/young person</li> <li>● Sefton Welfare Rights Advice Service</li> <li>● Travel trainers</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School</li> <li>● Career Connect/post-16 providers</li> <li>● Parents/carers/young person</li> </ul>



# Transition Guide – Year 12

## Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● EHC plan reviewed.</li> <li>● Families and young person discuss potential post 19 options with school/college, key workers, social care and health workers</li> <li>● Adult assessments are taking place to ensure eligibility to appropriate services including adult care packages and informal carers</li> <li>● Carers assessment as appropriate and consider transitional arrangements</li> <li>● Full information to be available on personal budgets and direct payments.</li> <li>● Discuss any potential transport arrangements</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about the young person's social group, making sure they are able to remain in touch with friends and make arrangements for socialising</li> <li>● Is any additional advice or support required to develop or maintain friendships and/or social life?</li> <li>● Is the young person able to:</li> <li>● Access local services</li> <li>● Travel/get out when they choose, either on their own, with friends or with support?</li> <li>● Use a telephone, mobile, email, social networking, public transport, learning to drive, using taxis etc?</li> <li>● If not, explore possible solutions</li> <li>● Identify out of school/ college activities the young person does or wants to access, including time spent away from home and area</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure young person/ family are in control of financial support for keeping healthy</li> <li>● Relevant professionals work together and share information/ understand how to communicate with the young person</li> <li>● Annual health check is in place if eligible</li> <li>● Mental Capacity Act to be considered in relation to the specific decisions included in the PfA pathway</li> <li>● Continuing health care (adults) assessment – consider whether this is appropriate and agree who is best placed to complete it</li> <li>● Identify post 18 support available and pathways for accessing these</li> <li>● If educated out of area, plans to be made for accessing Sefton health services on return</li> </ul>	<ul style="list-style-type: none"> <li>● Think about personal budgets and how these might be used to personalise a young person's support</li> <li>● All housing options to be clearly articulated to the young person and their family</li> <li>● Benefits advice is available and support is in place to access these.</li> <li>● The young person has travel arrangements in place.</li> </ul>	<ul style="list-style-type: none"> <li>● Update Action Plan</li> <li>● Increase work-related learning or employment in relevant areas</li> <li>● 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</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college/lead professional to arrange Annual Review</li> <li>● Local authority SEND Casework Officer</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college</li> <li>● Social Care/Early Help / Aiming High</li> <li>● Transitions Coordinators</li> <li>● Parents/carers/young person</li> <li>● Adult social care will start their involvement for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● GP</li> <li>● Parents/carers/young person</li> <li>● School/college</li> <li>● Targeted/Specialist Services e.g.               <ul style="list-style-type: none"> <li>• Community Paediatrics</li> <li>• CAMHS</li> <li>• OT</li> <li>• Physiotherapy, Speech &amp; Language etc</li> </ul> </li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/ college/lead professional</li> <li>● Local authority to ensure that all the information is on the Local Offer and easily available Parents/carers/young person</li> <li>● Sefton Welfare Rights Team</li> <li>● Transition Coordinators</li> <li>● Travel trainers</li> <li>● Adult social care will start their involvement for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college</li> <li>● Career Connect/ post-16 providers</li> <li>● Employers</li> <li>● Parents/carers/ young person</li> </ul>

# Transition Guide – Year 13 - Year 14

## Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● EHC plan reviewed</li> <li>● Ensure that the voice of the young person is heard around their hopes and aspirations for their future</li> <li>● Personalised planning is in place which will consider:                             <ul style="list-style-type: none"> <li>• The content of any future study programme and how it will enable outcomes to be achieved</li> <li>• Which professionals to be involved in future meetings</li> <li>• A lead professional who will monitor the delivery of actions</li> </ul> </li> <li>● Adult Social Care team confirm:                             <ul style="list-style-type: none"> <li>• Eligibility for support</li> <li>• Assessment of needs and indicative budget</li> <li>• Care and support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 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?</li> <li>● Is the young person staying in touch with friends – does the young person want to stay in touch with people?</li> <li>● Does the family feel supported in letting their son/daughter access local community facilities? If not what are the solutions and who can support?</li> </ul>	<ul style="list-style-type: none"> <li>● Think about whether the young person can access health care independently or with support from specialist settings</li> <li>● Ensure that the relevant health professionals are in contact with each other If the medical condition is ongoing into adulthood</li> <li>● 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</li> <li>● Is the young person living and accessing a healthy lifestyle?                             <ul style="list-style-type: none"> <li>• Have young people got access to and are able to purchase healthy food?</li> <li>• Have they access to supported cooking facilities and support?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Think about personal budgets and how these might be used to personalise a young person’s support</li> <li>● All housing options to be clearly articulated to the young person and their family</li> <li>● Benefits advice is available and support is in place to access these</li> <li>● The young person has travel arrangements in place.</li> </ul>	<ul style="list-style-type: none"> <li>● Update Action Plan</li> <li>● Plan to spend progressively more time in work related learning or employment that the young person is interested in</li> <li>● 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</li> <li>● Continue to explore the facilities in social care day services or independent day time activities and travel training</li> <li>● Explore voluntary opportunities available in the local area</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● Create care and support               <ul style="list-style-type: none"> <li>• The annual review clearly articulates the PfA outcomes highlighted in this section. Particular reference to employment and training</li> <li>• Consideration as to whether to cease the EHC plan – this is when the young person is: Accessing higher education Accessing paid work Aged 18 or over and has left education and no longer wishes to engage in further learning Leaving the local authority and moving to another area. The young person can appeal if they disagree with the local authority’s decision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How are personal budgets and direct payments being used? Ensure family is accessing any information or support they need, including carer’s assessments to explore their own needs</li> <li>● Ensure that the Local Offer informs the young person and family of all the information that is available Transition to Adult Care and Support Services if eligible.</li> <li>● Is the young person able to:               <ul style="list-style-type: none"> <li>• Access local services?</li> <li>• Travel/get out when they choose either on their own with friends or with support?</li> <li>• Use telephone, mobile, email, social networking public transport, learning to drive etc? If not, explore possible solutions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Annual LD health check with GP if eligible</li> <li>● Access to school nurse via Mersey Care NHS Trust</li> <li>● Have young people got access to and are able to purchase healthy food?</li> <li>● Have they access to supported cooking facilities and support?</li> <li>● Refer to Merseycare Learning Disability or ASD/Aspergers Service at age 18 if required</li> </ul>		

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college/lead professional to arrange Annual Review</li> <li>● Adult Social Care/Early Help</li> <li>● Local authority SEND Casework Officer</li> <li>● Parents/carers/young person</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college</li> <li>● Social Care/Early Help / Aiming High</li> <li>● Transition Coordinators</li> <li>● Health lead Parents/carers/young person</li> <li>● Adult social care involved for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● GP</li> <li>● Targeted/Specialist Services e.g. <ul style="list-style-type: none"> <li>• Community Paediatrics</li> <li>• CAMHS</li> <li>• OT</li> <li>• Physiotherapy</li> <li>• Speech &amp; Language etc</li> </ul> </li> <li>● Social care</li> <li>● Parents/ carers/young person</li> <li>● School/college</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college/lead professional</li> <li>● Social Care/Early Help</li> <li>● Transition Coordinators</li> <li>● Local authority to ensure that all the information is on the Local Offer and easily available Parents/carers/young person</li> <li>● Sefton Welfare Rights Service</li> <li>● Travel trainers</li> <li>● Adult social care involved for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● School/college</li> <li>● Career Connect/post-16 providers</li> <li>● Employers</li> <li>● Voluntary groups</li> <li>● Parents/carers/young person</li> </ul>

## Transition Guide – Age 19-25

### Preparing for Adulthood

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● EHC Plan reviewed. Ensure that all the services are actively involved in the annual review process.</li> <li>● 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</li> <li>● If the EHC plan is ceased, sufficient exit plan arrangements are in place to secure appropriate provision and outcomes The EHC plan will cease where the young person moves onto higher education, paid work, volunteering or social care services (without education)</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Check if there is any additional advice or support required to develop or maintain friendships</li> <li>● Continue to review the young person is developing skills to access local services, focusing on local travel and communication</li> <li>● Ensure the family has information about support they can access including carer's assessment to review needs</li> <li>● Review the young person's access to social media and update/ support as necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Annual health check via GP if eligible</li> <li>● Ensure that the young person knows how to keep healthy and has access to healthy food</li> <li>● Ensure that the young person/ family are in control of any financial support for keeping healthy</li> <li>● If the young person is educated out of the area, plans about accessing Sefton's health services on their return should be made</li> <li>● The young person may rely on family for good access to health care – ensure that the family has the appropriate support.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 are supported by the relevant professionals</li> <li>● 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</li> <li>● Ensure that there is access to an advocate for the young person to aid greater independence, if there is a need.</li> </ul>	<ul style="list-style-type: none"> <li>● Update Action Plan</li> <li>● 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</li> <li>● Consider support required for young person to access services via Job Centre Plus e.g. disability employment advisor and Access to Work</li> </ul>

Education, Health and Care (EHC) Plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate any specialist social groups/ youth groups that the young person may want to attend</li> </ul>	<ul style="list-style-type: none"> <li>● The young person may rely on family for good access to health care – ensure that the family has the appropriate support.</li> <li>● Steps in place to encourage more independence</li> </ul>		
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● Education provider to host/ lead professional to arrange Annual Review</li> <li>● Local authority SEND Casework Officer</li> <li>● Parents/carers/young person</li> <li>● Adult Social Care</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● College</li> <li>● Parents/carers/young person</li> <li>● Adult social care involved for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● GP</li> <li>● Health transition lead</li> <li>● Targeted/Specialist Services e.g. <ul style="list-style-type: none"> <li>• Adult Mental Health and Learning Disabilities services</li> <li>• Community OT</li> <li>• Physiotherapy</li> <li>• Speech &amp; Language etc</li> </ul> </li> <li>● Social care</li> <li>● Parents/carers/ young person</li> <li>● College</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● College/lead professional</li> <li>● Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>● Parents/carers/young person</li> <li>● Travel trainers</li> <li>● Adult social care involved for young people with social care needs</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>● College</li> <li>● Career Connect/post-16 providers</li> <li>● Career support adviser</li> <li>● Employers</li> <li>● Voluntary groups</li> <li>● Parents/carers/young person</li> </ul>

# Roadmap for Young People

## Age 13-14

- Who will be able to help?
- 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.
- Which services need to be involved?
- Do I need a benefits check?
- Who needs to attend review meetings or send reports. Do I want to attend or do I want to send a person with my views or do I want to send in a report.
- Do I need a continuing health care assessment.
- Reviews and those involved will use person centred tools such as a one-page profile.
- Annual GP health check for young people with a Learning Disability aged 14+.

## Age 15

- For my next review I need to plan who I want to attend, do I want to attend or do I want to send a person with my views or do I want to send in a report. I need to think how I want to make my views known:
- What is working?
- Have my goals changed?
- What needs to happen?
- Who needs to help?
- Do I need a benefits check?
- Which providers do I need to visit?
- Annual GP health check for young people with a Learning Disability.
- What support do I need to make sure I keep getting support for any ongoing long term health needs when I get older?
- Do I know how to access my GP?

## Age 16

- This could be your final year in School. I will have new rights at the end of year 11.
- I can make some decisions.
- Do I want to stay at school or go to college?
- What job I want?
- What skills do I need?
- How can I be independent?
- What support will I have when I am an adult?
- Do I need to be referred to adult social care via Sefton's transition process?
- Annual GP health check for young people with a Learning Disability.



My Home

Sefton Council 



School



Advice



Transport



Health

## Age 17

- At my next review, update actions.
- If I have care and support needs, have I been allocated an adult social worker and is my social care assessment underway?
- Annual GP health check for young people with a Learning Disability.

## Age 17½

- If I have care and support needs, have I been allocated an adult social worker and is my social care assessment underway?
- Do I need to be referred to the Merseycare Learning Disability Service? (health)
- Do I need to be referred to the Merseycare ASD/Aspergers Service? (health)

## Age 18-19

- At 18 I am an adult.
- I may choose a higher education or employment pathway for entitlements
- I can use community services to build relationships
- If I have care and support needs, I should now be supported by adult social care and have appropriate support services in place.
- Annual GP health check for young people with a Learning Disability.

## Age 19-25

- I have friends.
- I am independent.
- I have good health.
- I am in employment or training or education.
- If I have social care needs and have left education, I should have suitable support in place.
- Annual GP health check for young people with a Learning Disability.



# Sefton's Special Educational Needs and/or Disability (SEND) Local Offer

## What is the Local Offer?

The Local Offer provides clear and accessible information about the provision Sefton Council expects to be available locally for our children and young people from 0 to 25 who have special educational needs and/or disability (SEND).

The Local Offer helps you to understand what services you can expect from a range of local agencies, including your statutory entitlements, eligibility and referral criteria.

The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

Click here to visit Sefton's Local Offer: [www.seftondirectory.com/localoffer](http://www.seftondirectory.com/localoffer)



Being active & having fun



Designing local services



Early years & growing up



Education, schools & learning



Family support & social care



Travel and transport



Health



Information, advice and support



Personalisation, choice & control



Preparing for adulthood



# Buddy Up

Buddy Up is commissioned by Sefton's Aiming High Short Breaks services and a part of Sefton's short breaks offer. Buddy Up is a mentoring and befriending project for young people aged between 13 and 18 who have additional needs and are at risk of social isolation. The project support's these young people to engage in fun, age appropriate activities in their local community with the support of peer mentors. This helps to reduce social isolation, increase confidence and self esteem, improve independence skills and prepare the young person for adulthood.

Buddy Up offers monthly social clubs in the north and south of Sefton to give the young people the opportunity to meet new people and develop their confidence. There are also opportunities to take part in fun social opportunities during school holidays, evenings and some weekends. The project is led by young people who help to decide the activities available. Some of the most popular options include bowling and laser tag, cinema, meals, shopping, swimming, dog walks, drama workshops, singing workshops, roller disco, trampolining, fun fair, arcades, ice skating, cookery, gardening, arts and crafts, charity fund raising and volunteering.

The project works with mainstream schools, colleges, universities and youth groups to identify and recruit



peer mentors aged between 13 and 25 who are keen to volunteer within their community and have the relevant skills to fulfil a peer mentor role.

All referrals to the project will be assessed prior to engagement in activities as this service is not appropriate for all young people and places are limited which may result in a waiting list.



## Who to contact

Emma Lambert  
Telephone: 0151 920 0726  
E-mail [Buddyup@seftoncvcs.org.uk](mailto:Buddyup@seftoncvcs.org.uk)  
Website [seftoncvcs.org.uk/projects/buddyup](https://seftoncvcs.org.uk/projects/buddyup)

## Availability

Age Ranges: 13-18 yrs  
Referral **required**: Yes



SEFTON'S PREPARING FOR ADULTHOOD GUIDE

# Leisure

## Active Choices Card

The Active Choices Card is a great way to get discounts on leisure activities for children, young people and adults in Sefton.

There are two levels of discount and this will depend on your circumstances. There is an annual charge of either £3.50 (Junior) and £6.00 or £8.00 (Adult) per application depending on the discount level and on approval of your application you can access up to 40% discount at:

- Active Sefton Leisure Centres (swimming, gym use, classes, sauna / steam, fitness)
- memberships and inductions (level 1 only) and badminton court hire.
- Sefton Libraries: DVD and CD hire
- Golf (Monday – Friday at Southport Golf links & Bootle Golf links only)
- Entry to Dunes Splash World, Southport

**active  
sefton**

Sefton Council 

To apply for this card, you will need to pop into one of the Active Sefton Leisure Centres and complete an application form.

For further information please click [www.splashworldsouthport.com/downloads/pdf/ActiveChoices.pdf](http://www.splashworldsouthport.com/downloads/pdf/ActiveChoices.pdf)



# Aiming High

The Aiming High for Disabled Children Short Breaks Team delivers and commissions a wide range of evening and weekend group based activities and holiday programmes for disabled children aged 0-19 years. These activities are designed for disabled children who cannot attend universal activities because of their additional support needs. The sessions are led by highly experienced members of the Short Breaks Team and they have a fantastic team of fully trained and enthusiastic support workers.

The team work with partner organisations to ensure that young people are able to access the services that are most beneficial to their needs.

**Telephone: 0151 288 6811**

**Email: [aiminghigh@sefton.gov.uk](mailto:aiminghigh@sefton.gov.uk)**

**[www.seftondirectory.com/aiminghigh](http://www.seftondirectory.com/aiminghigh)**

**Facebook: [en-gb.facebook.com/seftonaiminghigh](https://en-gb.facebook.com/seftonaiminghigh)**



In order to access Short Breaks provided by Aiming High, children/young people will need to be referred to the team by a professional involved with the young person/family and fit the following criteria:

- Be a resident of Sefton
- Have a disability
- Be aged between 0 and 19 years
- Be referred by a Professional, such as a Doctor, Teacher, Speech Language Therapist, ASD (Autistic Spectrum Disorder) Nurse, Teaching Assistant, etc.



SEFTON'S PREPARING FOR ADULTHOOD GUIDE



# Sefton Carers Centre Services

Provides Free advice and guidance, emotional and practical support, training and a range of holistic Therapies for unpaid carers living in Sefton

For more information please visit our website  
[www.sefton-carers.org.uk](http://www.sefton-carers.org.uk)

e-mail [help@carers.sefton.gov.uk](mailto:help@carers.sefton.gov.uk)

or call **0151-288 6060**

## Direct Payments

A Direct Payment is a cash payment that allows you to organise your own care services. Direct Payments give more choice in how services can help you. You must be assessed by Social Care to have a Direct Payment.

[www.sefton-carers.org.uk/index.php/direct-payments](http://www.sefton-carers.org.uk/index.php/direct-payments)

## Welfare Benefits Advice

The Welfare Benefits Advisors will help you with applications for relevant benefits and support or with appeals against unsatisfactory decisions.

A Welfare Benefit appointment may help you when you get older and your circumstances change due to your transition to adulthood.

[www.sefton-carers.org.uk/index.php/carers-service/welfare-benefits-advice](http://www.sefton-carers.org.uk/index.php/carers-service/welfare-benefits-advice)

## Carer's Assessment

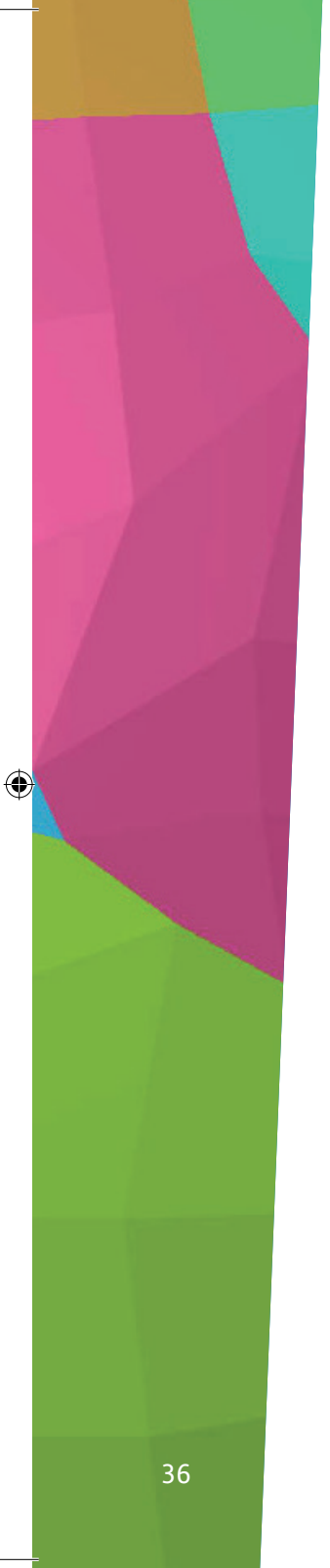

A Carer's Assessment looks at the different ways a caring role affects the life of an unpaid adult carer. The assessment records how you are feeling about caring and how this affects your physical, mental and emotional wellbeing.

[www.sefton-carers.org.uk/index.php/carers-service/carers-assessments](http://www.sefton-carers.org.uk/index.php/carers-service/carers-assessments)

[www.sefton-carers.org.uk/index.php/carers-service/living-well-sefton-carers-support-team](http://www.sefton-carers.org.uk/index.php/carers-service/living-well-sefton-carers-support-team)

## Sefton Young Carers

Young carers are children and young people aged 5-17 years who provide care for another person of any age who may be physically or mentally ill, elderly, frail, disabled or who misuses alcohol or other substances.



Sefton Young Carers Support Service works closely with schools, colleges and other agencies to recognise, assess and support young carers. This support includes weekly activity clubs, online chat groups, residential experiences, art and drama projects, visiting places of interest, general advice and information.

[www.sefton-carers.org.uk/index.php/young-carers-service](http://www.sefton-carers.org.uk/index.php/young-carers-service)

## Sefton Young Carers Transitions 16-25

The dedicated Transitions service supports young adult carers aged 16-25 throughout their journey to adulthood. Personalised support is offered to each individual and focuses on protecting the futures of Sefton's young adult carers.

[www.sefton-carers.org.uk/index.php/young-carers-service/young-adult-carers-16-25](http://www.sefton-carers.org.uk/index.php/young-carers-service/young-adult-carers-16-25)

## Personal Health Budgets

A Personal Health Budget (PHB) is an amount of money to support the identified healthcare and wellbeing needs of an individual, which is planned and agreed between the individual, or their representative, and the local clinical commissioning group (CCG).

[www.sefton-carers.org.uk/index.php/personal-health-budget-support-service](http://www.sefton-carers.org.uk/index.php/personal-health-budget-support-service)

[www.phbsefton.org.uk](http://www.phbsefton.org.uk)

## Sefton Parent Carers Support

Advice and guidance is offered to parents/carers looking after a child with a physical disability, learning disability or emotional/behavioural condition- either diagnosed or undiagnosed. Carer's Assessments and support groups are available to all carers

[www.sefton-carers.org.uk/index.php/carers-service/parent-carer-support](http://www.sefton-carers.org.uk/index.php/carers-service/parent-carer-support)

## Living Well Sefton

Are you unsure how to make changes to improve your health and wellbeing? We provide support for people aged 18+ living in Sefton to access a range of support services.

[www.livingwellsefton.org.uk](http://www.livingwellsefton.org.uk)

## How to open a Bank Account

[www.citizensadvice.org.uk/debt-and-money/banking/getting-a-bank-account/#how\\_to\\_open\\_an\\_account](http://www.citizensadvice.org.uk/debt-and-money/banking/getting-a-bank-account/#how_to_open_an_account)

## Carers Allowance

You may be eligible for Carers Allowance if you, the person you care for and the type of care you provide meets certain criteria.

### The person you care for

The person you care for must already get one of these benefits:

- Personal Independence Payment - daily living component
- Disability Living Allowance - the middle or highest care rate

If someone else also cares for the same person as you, only one of you can claim Carer's Allowance.

### The type of care you provide

You need to spend at least 35 hours a week caring for someone. This can include:

- helping with washing and cooking
- taking the person you care for to a doctor's appointment
- helping with household tasks, like managing bills and shopping

<https://www.gov.uk/browse/disabilities/carers>

## Benefits & Financial Help

<https://www.gov.uk/browse/disabilities/benefits>

### Personal Independent Payment (PIP)

You can get PIP whether you're working or not.

You must be aged 16 or over, you must also have a health condition or disability where you:

- have had difficulties with daily living or getting around (or both) for 3 months
- expect these difficulties to continue for at least 9 months

You usually need to have lived in England, Scotland or Wales for at least 2 of the last 3 years and be in one of these countries when you apply. If you've recently returned from living in an European Economic Area (EEA) country, you might be able to get PIP sooner.

<https://www.gov.uk/pip/eligibility>

### Citizens Advice Sefton

The aims of Citizens Advice Sefton are to provide advice people need for the problems they face and to improve the policies and practices that affect people's lives.

The service we provide is free, independent, confidential and impartial. We value diversity, promote equality and challenge discrimination.

**Adviceline** 0344 493 0012 Mon – Fri 9.30am – 4.30pm  
Text relay: 03444 111 445

### **Help to Claim Universal Credit Telephone Line**

If you need support to make your online Universal Credit claim call 0800 144 8 444  
Mon – Fri 8a.m–6p.m.

### **Money/debt advice line**

0151 318 6407

If you need money advice leave a message with our Money Advice Team and we'll call you back within 48 hours. Please leave your name and telephone number and brief details of the problem you would like to talk to us about

### **Better Off Finance**

Supports people to manage their money better and increase financial resilience to cope with changes in circumstances

### **Main office number** (not an adviceline)

0151 282 5650 [www.seftoncab.org.uk](http://www.seftoncab.org.uk)

## **Department of Work and Pensions (DWP)**

DWP is a government agency supporting people of working age from welfare into work, and helping employers to fill their vacancies. [Visit our website](#) to find out more about our services, including programmes to help jobseekers, unemployed people, particularly long-term unemployed people, people with disabilities and others who may need extra help in finding work. DWP also provides advice on how to make a claim for benefit and who to contact about an existing enquiry claim.



SEFTON'S PREPARING FOR ADULTHOOD GUIDE





**New benefit claims**

Telephone: 0800 055 6688 Monday to Friday, 8am to 6pm

**Repeat benefit claims**

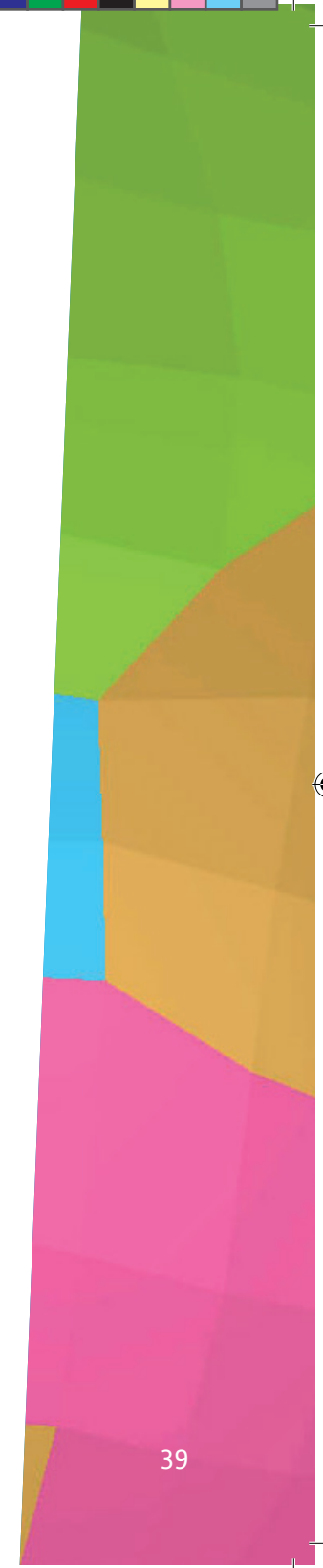
Telephone: 0800 169 0310 Monday to Friday, 8am to 6pm

**Universal credit**

Telephone: 0800 328 5644 Monday to Friday, 8am to 6pm

Telephone 0800 055 6688

Website [www.gov.uk/government/organisations/department-for-work-pensions](http://www.gov.uk/government/organisations/department-for-work-pensions)



# Advice on how to stay safe

## Keeping safe when you are out and about

- ✓ Do plan your journey, so you know how to get where you are going.
- ✓ Do tell someone you trust where you are going and when, so they can find you if you are not safe.
- ✓ Do keep to busy and well-lit areas.
- ✓ Do have a plan if you need help or something goes wrong.
- ✓ Do ask a friend/carer or family member to help you plan.
- ✓ Do trust how you are feeling, if you don't feel safe, go to a safe place or ask for help.
- ✗ Don't look scary or threatening. People may think you are looking for a fight.
- ✗ Don't show people your phone or money, keep them hidden.
- ✗ Don't carry a weapon. You may get hurt or be arrested by the police.

## What if something happens to you while you are out and about?

- ✓ Do keep your head down and avoid eye contact if a stranger is shouting at you or saying nasty things to you.
- ✓ Do walk away quickly to the nearest safe place as soon as you can.
- ✓ Do give someone what they want if they try to steal from you. Your safety is more important than what they want.
- ✓ Do phone the police as soon as you can or go the nearest police station to report what has happened.
- ✓ Do try and remember what happened, where it happened and when it happened so you can tell the police.
- ✓ Do try to remember what the person or people looked like and what they were wearing so you can tell the police.
- ✓ Do contact your bank to cancel your bank cards if they have been taken.
- ✓ Do ask for help if you are feeling worried or concerned.
- ✓ Don't panic, take deep breaths and stay calm. This will help you to think clearly.

# Advice on how to stay safe *(continued)*

- ✗ Don't let this stop you from enjoying your life.
- ✗ Don't try to act scary or fight back.
- ✗ Don't keep it to yourself, a crime should be reported to the police.
- ✗ Don't look for the people who did it, leave this to the police.

## What is Mate Crime?

Mate crime is when someone says they are your friend, but they do things that take advantage of you, like ask you for money a lot. A real friend does not need to be bought, and someone who hurts you, takes your money, asks you to pay for lots of things, or makes you feel uncomfortable is not a true friend.

## How to Keep Safe from Mate Crime

- ✓ Do take time to get to know people before you trust them. Always meet new people in public places.
- ✓ Do trust how you are feeling, if you think something is not right, walk away.
- ✓ Ask them to stop, if they are doing something you don't want them to do.
- ✓ Do speak to someone else you trust and share what

has happened.

- ✓ Do phone the police as soon as you can or go to the nearest police station to report what has happened.
- ✓ Do try and remember what happened, where it happened and when it happened so you can tell the police.
- ✓ Do ask for support from family, friends or neighbours for help to stop this happening again.
- ✓ Do think about making your house or flat safe. Change the door locks and change your phone number.
- ✗ Don't keep it to yourself. A real friend would not treat you like this.
- ✗ Don't let people try to tell you what they are doing is ok. If it feels wrong, you should say no.
- ✗ Don't fight back or get into an argument.
- ✗ Don't try to make new friends by being generous.
- ✗ Don't give people money and don't let them use your house. Real friends would not ask you to do this.
- ✗ Don't try and get back at the person. Let the police deal with it.
- ✗ Don't feel that it is your fault.
- ✗ Don't trust that person again. Even if they say they are sorry, and they say they will change.

# Advice on how to stay safe *(continued)*

## What to do when someone is threatening you at home

- ✓ Do phone the police if someone is making you feel unsafe.
- ✓ Do ask people to leave if you don't want them in your home.
- ✓ Do ask family, friends or neighbours to help you.
- ✓ Do lock your doors and stay safe inside until help arrives.
- ✗ Don't keep it to yourself.
- ✗ Don't talk to anyone who makes you feel unsafe.
- ✗ Don't threaten them as you could get into trouble.

## Autism Card

Merseyside Police and Merseyside Fire and Rescue Service (MFRS) have collaborated with the Cheshire Autism Practical Support (ChAPS) and Autism Together charities to launch the Autism Attention Card.

This initiative helps people with Autism Spectrum Condition to receive appropriate support in an emergency situation and provides training for staff to engage more effectively with people with hidden vulnerabilities.

To apply for the card visit:

[www.cheshireautism.org.uk/news/attention-card](http://www.cheshireautism.org.uk/news/attention-card)

## Independent living with Sefton Arc

Sefton Arc can help you or your loved ones live independently through a touch of a button.

Whether it's through Sefton Arc's unique Arc Angel devices or a classic Careline service, home safety and personal security can be at your fingertips.

Both devices offer an instant response with just the push of a button in the case of a medical emergency or safety concern.

For further information please contact

0151 934 3785

[www.seftonarc.com](http://www.seftonarc.com)

[info@seftonarc.com](mailto:info@seftonarc.com)



SEFTON'S PREPARING FOR ADULTHOOD GUIDE

# Useful Resources and Information

## **Sefton SEND (Special Educational Needs and Disabilities) Local Offer Website:**

[www.seftondirectory.com/localoffer](http://www.seftondirectory.com/localoffer)

Click on the link below to view the Preparing for Adulthood Useful Resources and information Local Offer page

[www.seftondirectory.com/kb5/sefton/directory/advice.page?id=ZBwLURRBA3c](http://www.seftondirectory.com/kb5/sefton/directory/advice.page?id=ZBwLURRBA3c)

## **Sefton Council's Website**

[www.sefton.gov.uk](http://www.sefton.gov.uk)

## **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](http://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](http://www.gov.uk/access-to-work)

## **British Association for Supported Employment (BASE)**

supports, promotes and develops supported learning opportunities for people with disabilities. [www.base-uk.org](http://www.base-uk.org)

**Career Connect** is Sefton's commissioned NEET Reduction Service Provider and will work to provide Information, Advice and Guidance for young people with additional needs [www.seftondirectory.com/kb5/sefton/directory/service.page?id=QwybcMnrYL0&localofferchannel=8](http://www.seftondirectory.com/kb5/sefton/directory/service.page?id=QwybcMnrYL0&localofferchannel=8)





## InvestSefton

Provides quality signposting, general business advice and individually tailored assistance to all businesses – small, medium or large [www.investsefton.com](http://www.investsefton.com)

## 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](http://www.gov.uk/looking-for-work-if-disabled)



## 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](http://natspec.org.uk)

## Prince's 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](http://www.princes-trust.org.uk/help-for-young-people)

## Preparing for Adulthood (PfA) Guide

Provides advice for young people and their families relating to the key PfA themes: Community, Health, Independent Living and Employment

[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)

## Sefton@work

Offers free, confidential and impartial information, advice and guidance to workless Sefton residents over 16 years on all aspects of jobs, education and training including self employment. [www.seftonatwork.net](http://www.seftonatwork.net)

## Supported Internships

Enable young people with Education, Health and Care Plans to undertake real life work opportunities assisted by a Job Coach. The aim of the programme is that the young person progresses to paid employment on completion

## Welfare Rights Advisory Service (Sefton Council)

To ensure that people claim their full entitlement to benefits Sefton Council provide a Welfare Rights Team consisting of a number of trained advisers. The team are able to provide advice and guidance for people who live or work in Sefton across the entire range of Welfare Benefits.

We also provide advice sessions, appointments can be made by ringing the telephone advice line.

We can provide assistance with the following:

- Advice on claiming appropriate benefits.
- Help to complete benefit claim forms.
- Assistance to challenge Benefit decisions, including tribunal representation where appropriate.
- Advice regarding back to work benefits and better off calculations.

For more information or to book a face to face appointment call 0151 934 3660 or by email [WelfareRights.Advice@sefton.gov.uk](mailto:WelfareRights.Advice@sefton.gov.uk)

The Welfare Rights Advice Line is available on Monday, Tuesday, Thursday and Friday from 10.00 am-12.30 pm.

SEFTON'S PREPARING FOR ADULTHOOD GUIDE

## Access to work

Access to Work is a publicly funded employment support programme that aims to help more disabled people start or stay in work. It can provide practical and financial support if you have a disability or long term physical or mental health condition.

An Access to Work grant can pay for practical support to help you:

- start working
- stay in work
- move into self-employment or start a business

You'll be offered support based on your needs. This may include a grant to help cover the costs of practical support in the workplace, or getting to and from work.

How much you get depends on your circumstances. The money does not have to be paid back and will not affect your other benefits

[www.gov.uk/access-to-work/what-youll-get](http://www.gov.uk/access-to-work/what-youll-get)

## Help if you're a Student with a Learning Difficulty, Health Problem or Disability

What Disabled Students' Allowances (DSAs) can pay for

You could get help with the costs of:

- specialist equipment, for example a computer if you need one because of your disability
- non-medical helpers
- extra travel because of your disability
- other disability-related costs of studying


You may get a new computer if you do not already have one, or your current one does not meet your study needs. More information will be provided to you if you're assessed as needing a new computer.

You'll need to pay the first £200, which is the minimum cost that any student is likely to incur when buying a computer.

DSA's do not cover disability-related costs you'd have if you were not attending a course, or costs that any student might have.

## Your needs assessment

When you apply for student finance, there is a box to tick to state you have a disability, if ticked, Student Finance England will then ask for more information and consider your eligibility. Once your eligibility for DSA is confirmed, you should be sent a DS1 letter which provides information on how to book a needs assessment. This letter may be sent as an attachment on an email.



Once your eligibility for DSAs is confirmed, Student Finance England may ask you to contact an assessment centre to work out what help you need.

This is known as a needs assessment. Do not book this until Student Finance England asks you to.

The assessment is paid for through any DSAs entitlement you may have.

After the assessment, you'll get a report listing equipment and other support you can get for your course.

Do not buy any equipment until you've been assessed - you will not be reimbursed for it.

### **How DSAs are paid**

Money is paid either into your bank account or directly to the organisation providing the service or equipment.

1. What you'll get
2. Eligibility
3. How to apply
4. Further information

### **What you'll get**

You can apply for Disabled Students' Allowances (DSAs) to cover some of the extra costs you have because of a mental health problem, long term illness or any other disability.

You can get the allowances on top of your other student finance. You will not need to repay DSAs.

If you're a part-time student your 'course intensity' can affect how much you get.

How much you get depends on your individual needs - not your household income.

### **If your circumstances change**

Contact Student Finance England if your circumstances change as this may affect what you're entitled to. For example, if your condition gets worse you may be able to get extra help.

### **Appeals**

You can ask for an explanation or to have your case reviewed if your application is turned down. Contact Student Finance England for more details.

If you need any advice or support, please contact the disability adviser at your university or college.



## Impartial Information, Advice & Support Service



### SENDIASS - Information, Advice and Support Service

Provide free, confidential, impartial information, advice and support about matters

relating to SEN or disabilities (SEND), this includes matters relating to health and social care. They provide support for parents, carers, children and young people up to 25 years with matters relating to SEND. They can support at meetings, contribute towards assessments and reviews, help on gathering and understanding information and applying it to the child's unique situation. It is provided at arm's length from the local authority and Clinical Commissioning Groups (CCGs).

You can contact Sefton's Information, Advice and Support Service by telephone 0151 934 3334, email [seftonsendiass@sefton.gov.uk](mailto:seftonsendiass@sefton.gov.uk) or by completing this online form: <https://forms.sefton.gov.uk/specialeducationneeds>

We are an all year round service that works flexibly to suit the families that we support, we have flexible working patterns and work between the hours of 8.30am and 6pm.



## Independent Provider of Special Education Advice (IPSEA)

If you require information or advice regarding any educational issue that is the result of a child's special educational needs or disability (SEND), please book an appointment to speak with one of our volunteers. Our website has a wealth of legal advice and resources where you may also find the information you require, visit our get support page for further information.

Book an Appointment via <https://www.ipsea.org.uk/Pages/Category/service-overview>

Independent Provider of Special Education Advice (IPSEA)  
24-26 Gold Street  
Saffron Walden  
Essex  
CB10 1EJ  
**Telephone:** 01799 582030 (Monday to Friday, 9am-5pm)  
**Website:** [www.ipsea.org.uk](http://www.ipsea.org.uk)



# Your Journey into Adulthood

## Helping Young People Moving onto Adulthood

Transition into adulthood does not start just at Year 9 when the young person is 13 years old, it can start at an earlier age. Children develop at different speeds. 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 for each new age/stage, the young person continues to develop and build on the previous ones.



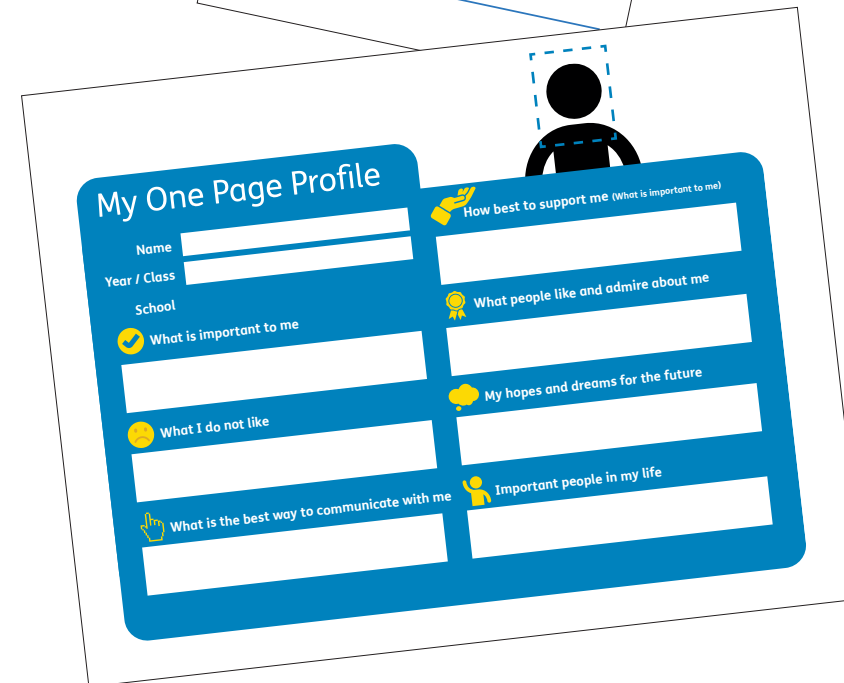
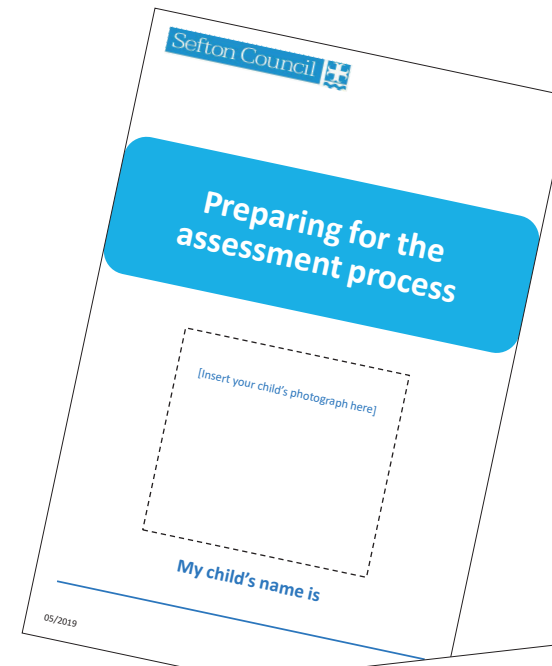
# Person-centred reviews

All reviews, meetings/plans and decisions, whether they are to do with transition or not, should be person-centred and have the young person at the heart. There are a number of person-centred tools that can be completed by parent and young people, one good example is 'One Page profile'.

Young people can complete an 'all about me' workbook before their review. If this is completed before the review it hopefully will ensure that the young person has had time to think about what they want for their future and the support, they feel they may need. It can be shared with those attending or giving information to any meetings that are taking place regarding the young person and ensure the views of the young person are taken in to account. There is also a similar booklet that parents can complete before the review meeting.

There are lots of examples of Person Centred Review documents please visit Helen Sanderson Website

For further information visit  
<https://helensandersonassociates.co.uk/>



# My One Page Profile

Name

Year / Class

School

 What is important to me

 What I do not like

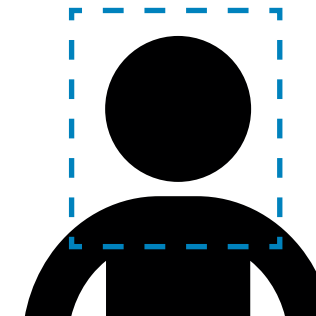
 What is the best way to communicate with me

 How best to support me (What is important to me)

 What people like and admire about me

 My hopes and dreams for the future

 Important people in my life



# A Young Persons Guide to preparing for an Education Health and Care (EHC) Plan Review

## Prompts for getting ready for your review

**What people like and admire about me and what you like and admire about yourself**

**Important people in my life include family, friends, staff, other people you know**

**What I like to do at home, at school, and with my friends**

**What I want to do in the future**

## How best to communicate with me

**What is working well in my life**

**What issues need resolving**

## Questions I want to ask.


Make a list so you don't forget anything. If you choose not to go to the meeting you can get someone who is attending the review meeting to ask them and get them to give you the answers to your questions.



## Printing this document

We recommend viewing and printing this document with Adobe Acrobat Reader.

### How to print a PDF in Acrobat Reader

1. Choose **File > Print** or click the  icon in the toolbar.
2. Select a **Printer** and number of **Copies** to print.
3. (Optional) Click **Properties** to open the Printer properties. For more information, see your printer documentation.
4. Under Pages to Print, select an option:
  - **All** - prints all pages in the PDF.
  - **Current page** - prints the current page in the PDF.
  - **Pages** - specifies a subset of pages to print. You can enter individual page numbers, a range, or a combination. For example: 1, 6-18, 33, 98.
  - **More options** - specifies additional options such as even or odd pages, and reverse pages.
5. If necessary, click **Page Setup** to change the paper size, paper source, or orientation.
6. Click **Print**.

For any problems printing, please visit the Adobe Acrobat PDF printing troubleshooting page: <https://helpx.adobe.com/uk/acrobat/kb/troubleshoot-pdf-printing-acrobat-reader.html>

## Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





# SEFTON'S PREPARING FOR ADULTHOOD GUIDE

