

2nd
Edition

16+ Transitions Guide

For parents and carers of young people with special educational needs and disabilities



FUTURE



What's Next?

Suffolk Local Offer

Services and support for children and young people with SEND



What is the Local Offer?

The Local Offer helps children and young people with special educational needs and disabilities (SEND), and their families to make informed choices about the support and services they receive.

It is where you will find information and services in one place.



The Local Offer website will continue to develop as we respond to feedback from parents, carers, children, young people & practitioners

If you need help to find support contact the Local Offer Advisor on 0345 606 1490

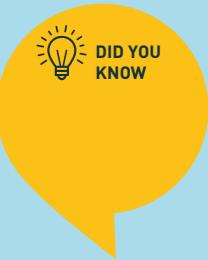
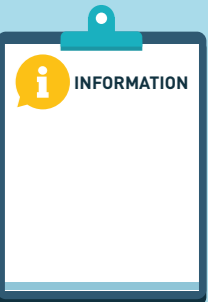
Find what you need in one place

 www.suffolklocaloffer.org.uk  SuffolkLO  @Suffolk_LO

CONTENTS

Welcome & introduction	5
Planning for the future: person-centred planning	7
Transition planning – preparing for adulthood	9
16+ education & training - transition programmes, pathways & destinations, choices 16+	13
Preparing for adulthood and employment - work experience & volunteering	21
Travel and transport	22
Independent advice and support	25
Social care matters	26
Money and funding matters	28
How to claim universal credit - step by step	30
Leisure activities	32
Health - transition planning in health services	34
Suffolk Local Offer	39
Who can help you?	40
Other resources	41
Useful websites	44

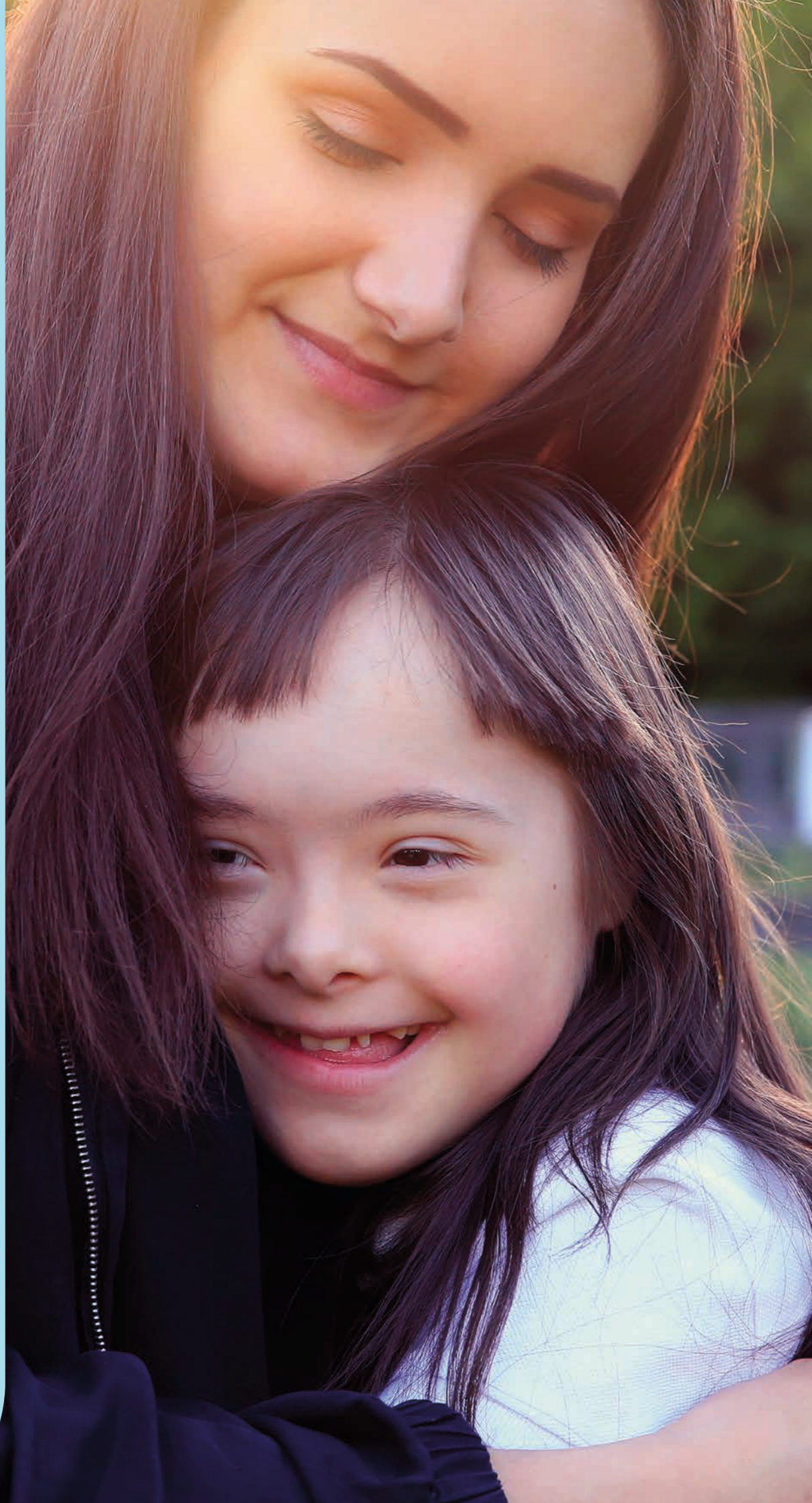
Watch out for these on the sidebar for key information that will help you through the process.



 **INFORMATION****Where do I start?**

During Year 9 many young people will be making choices about their future learning. This is an ideal time to start thinking and talking about your child's adult life.

If they have an Education Health and Care Plan (EHCP) they will have an annual review in year 9 (they will be 13-14). This is the first 'official' conversation to determine what options are best for them when it comes to planning ahead and preparing them for adulthood.



WELCOME & INTRODUCTION

All children and young people deserve a bright future - to belong, achieve, contribute, stay safe and be healthy.

The teenage years are a time of change and exploration as they begin the start of their journey towards greater independence and adulthood.

For children and young people with special educational needs and disabilities, starting early to plan and prepare for this transition into adulthood will build their confidence and help make this period in their lives a positive experience.

This guide is for parents/carers of children and young people on SEND support or who have an Education, Health & Care Plan (EHCP). Suffolk County Council has produced this guide in collaboration with parents, carers, and providers of education and health services including local NHS clinical commissioning groups. We have also talked to families who have been through this experience themselves to ensure that advice is as useful as possible.

As parents and carers you know the needs and aspirations of your children and will play a large part in shaping their future. We hope that this information will help to guide you as together you will make some of the most important decisions of their lives.

“
All children
and young
people deserve
a bright future
”

The **One Page Profile** is a good example of a person-centred tool and should be completed with your child - together with the people who know them really well. The tool is strengths-based, quick to read and should be used for a particular situation and your child's specific needs.

TOP TIP
Let the child/young person choose a picture of themselves that they like!

INFORMATION
helen sanderson associates
Helen Sanderson Associates has developed person-centred thinking tools and resources to help you start planning. Find some helpful templates here.
helensandersonassociates.co.uk/

One Page Profile

Name: _____

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

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

What's important to me...
Add a list of what really matters to your child so that someone who does not know them will understand what matters to them.
This is from their point of view - even if others don't agree! it should be detailed and specific to your child.
This section needs to have information about their whole life so that someone who doesn't know them can understand who they are.
It is not a list of likes and dislikes but **what and who is most important to them.**
This could include:
• Information about how they live their life and daily routines
• Who are the important people in their life and how and when they spend time together

How best to support me...
This should be a list of how to support your child. It is information that will help towards creating the best situation and outcome for them.
It includes what people need to either know or do, so that they can help make their time more positive.
It is best to be very specific so that if your child needs support quickly, someone will be able to plan the right support for them.
It can include what is helpful and what is not.

TOP TIP
Use the 'important to/important for' tool to help complete this section

TOP TIP
Use the 'good/bad day' tool to complete this section

All tools mentioned can be found on the Helen Sanderson website (See link to the left)

PLANNING FOR THE FUTURE

Person-centred planning

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

These are some questions you might like to discuss with your child:

- What does your child enjoy? – either at school or at home
- Does your child have any hobbies?
- What sort of person are they? For example
 - Do they like being with people?
 - Do they like working with animals?
 - Do they prefer working outside or indoors?
 - Are they creative/musical?
 - Do they show an enterprising attitude?
 - Do they like working with their hands?
 - Do they like order, detail or numbers?
- Are they outgoing or do they like to keep to themselves?
- How do they like to learn?
- What is important to them? (e.g. staying near home or being independent, do they want to discover new places and people?)
- What kind of environment suits them – busy and noisy or quiet?
- Have they any ideas about what sort of work they would like to do?

It might be helpful to involve the people who know your child well, such as teachers, family and friends, leisure activity leaders, etc.

You can also ask for an interview to be arranged with the school's professional careers adviser.

“
Transition reviews should be person-centred
”

INFORMATION
All young people with an EHCP will have a One Page Profile.
If your child is on SEND support this is not necessarily the case - although it is considered good practice.

'Person-centred planning' continued:

If your child has an EHCP or receives SEND support, their school might use a process called 'person-centred planning'. Using a person-centred planning approach will ensure that their individual views are considered and listened to, and that their plan is based on what they like to do, their strengths and what is important to them - now and in the future.

The Moving into Adulthood Plan was introduced in 2019 and is now part of the annual review documentation for all children and young people in Year 9 and above.

The Moving into Adulthood Plan can also be used to support children and young people without an EHCP.

The Moving into Adulthood plan is a person-centred document that will be used to plan the young person's desires, values, family situations, social circumstances and lifestyle as they move into adulthood. It builds on the Transition Planning and was developed around the SEND strategy to support children, young people, and their families to make informed decisions about preparing for adulthood through providing good quality information and support to access it. There is also a focus on supporting independent living, maintaining good health in adult life, and participation in society.

A good person-centred Moving into Adulthood plan will reflect the needs of the young person and help local services to plan in an appropriate way. It aims to give them choice and control over their goals and aspirations, help them access opportunities and provide the support they will need in order to achieve their hopes and dreams for the future.

It is also important that you and your child choose who is going to be involved in the preparation of their Moving into Adulthood plan. Overall, person-centred planning is about working together over time to ensure your child's individual needs are met. This results in a transition plan that better reflects the needs of the young person and supports the move from childhood to adulthood.

- Please remember that if you feel your transition reviews are not person-centred, you have the right to speak up and ensure your child/young person is at the centre of all discussions. SENDIASS can help you with this.

TRANSITION PLANNING

Preparing for adulthood

Transition means change and it is important to be aware of this. All young people need to make plans for their future. If your child is on SEND support their school/current setting will provide support with transition. Speak to your SENCO if you feel your young person will need a longer period to prepare.

If your child has an EHCP, their planning for the future starts at age 13 (Year 9). As well as the statutory requirement to review the plan, it will also include planning for transition which is the Moving into Adulthood plan. This allows sufficient time to start thinking and planning for their future options.

The needs of the young person are central to the whole process.

- The review meeting is crucial and you have the right to invite anyone you feel is important in shaping your child's life. This can range from teachers, close friends, therapists, family members to social workers. Your school will support you and will organise the meetings on your behalf.
- Schools are there to inform you about the options available and support the young person through the transition process. This can include providing material in a suitable format such as Braille, large print etc.
- If a professional, such as a health care worker or teacher, cannot attend a review meeting, they should provide you with a written report.
- From Year 9 onwards, make sure you are involved with completing the Moving into Adulthood plan which should include discussions with your child's school and their post-16 options; visit Further Education (FE) departments, colleges and training providers.
- The transition review will result in a completed/updated Moving into Adulthood plan with clear actions, which will be reviewed annually.
- For more information on transition planning go to the Suffolk Local Offer website: www.suffolklocaloffer.org.uk



Preparing for Adulthood
and Employment

INFORMATION

What is transition?

It is the move from childhood to adulthood, keeping the young person's needs, aspirations and wishes central to the transition process.

INFORMATION

sendiass
in Suffolk

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides impartial, confidential information, advice and support to young people with SEND aged 0-25 and their parents, about education, health and social care.

Call **01473 265210**
or visit
www.suffolksendiass.co.uk

CONTACT

Special Educational Needs
and Disability Information,
Advice & Support Service
sendiass
in Suffolk

HELPLINE

Call

01473 265210

or email

enquiries@suffolksendiass.co.uk

Text ADVICE4ME to
87007

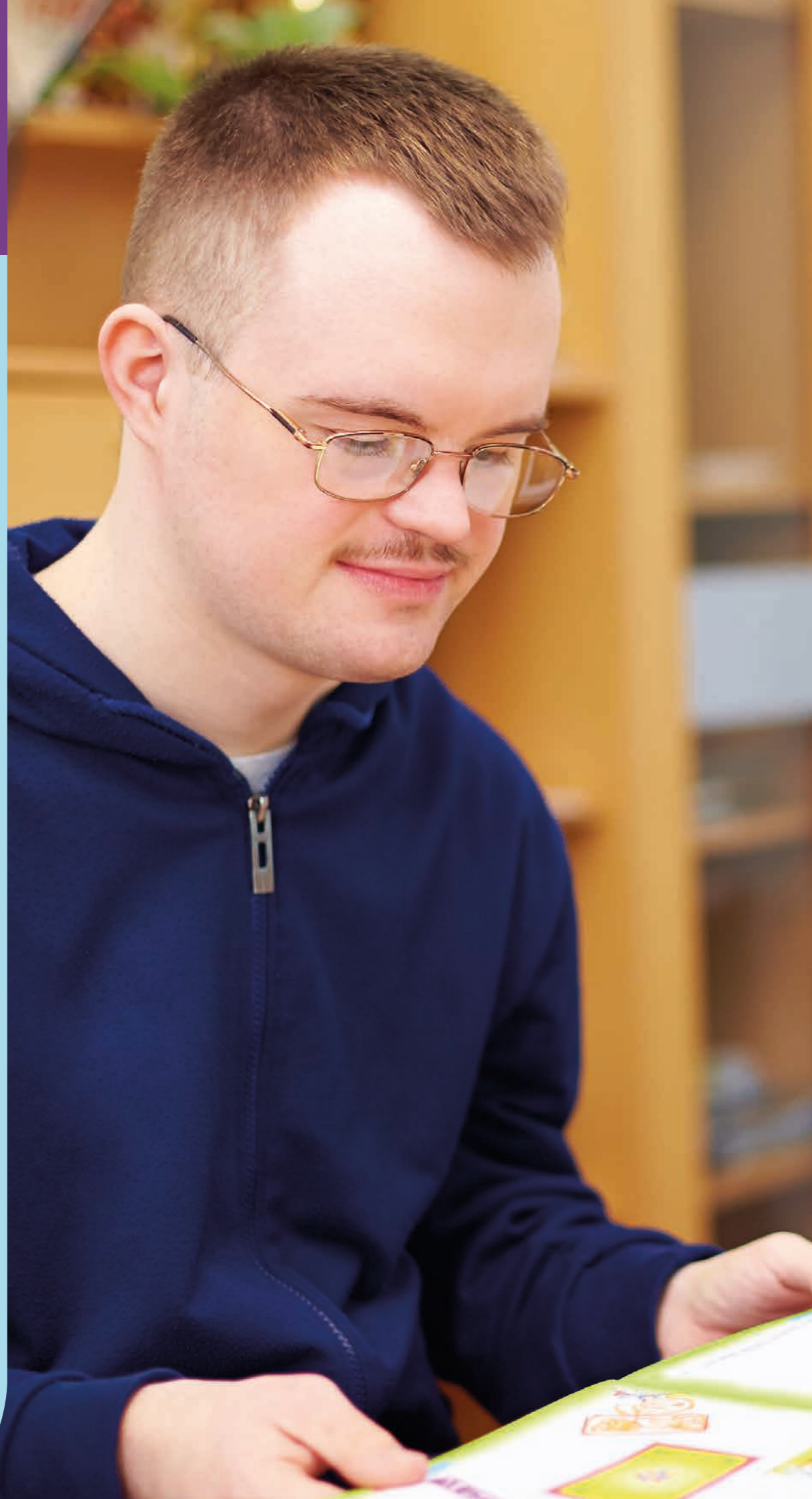


TOP TIP

Think about the future with your child and others who know them well.

INFORMATION

All materials should be produced in a suitable format (e.g. large print, braille etc.) Your school should help you with that.



To ensure you get the most out of the Moving into Adulthood plan and transition planning, it is important to help your child to think about what they like and their hopes for the future.

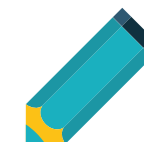
Some young people will need more support to do this, therefore it may be helpful to ask others who know them well what they think.

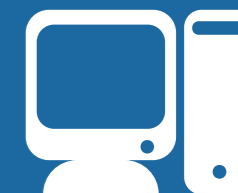
- At the Year 11 EHCP review meeting, decisions about post-16 options will need to be made.
- Your child will need to think about what they would like to do when they leave school and what support they will need to help them prepare for the future.
- Some young people may benefit from extra time in school after Year 11.
- Applications for school or college should be made in the autumn term of Year 11 (at age 15).
- Young people who are looking for an apprenticeship or training should start their search in the spring term of Year 11.
- It is advisable to consider all options and to have a back-up plan.



WHERE TO FIND OUT MORE:

To find out more about person-centred thinking & planning tools and resources go to page 7





An explanation of course levels and definitions

Colleges and Post 16 providers have introduced new codes for their courses to help clarify who a course would be suitable for. Below you can find a description and a code for each level:



CODE	LEVEL	DESCRIPTION
L4	Level 4	Higher Education Degree & postgraduate programmes.
L3	Level 3	Working at A Level & BTEC Diploma Standard.
L2	Level 2	Working at Higher level GCSE Standard – grades 4/5 - 9.
L1	Level 1	Working at Foundation level GCSE – grades 1 – 3/4.
E3	Entry 3	Learner has a basic level of independence skills, functional English and Maths skills.
E2	Entry 2	Developing basic independence skills, functional English and Maths skills.
E1	Entry 1	Help with developing some basic independence skills. Functional English and Math skills.
PE	Pre Entry	Focus on learner's experiences and awareness of basic independence skills. Functional English and Maths skills.

Support for young people is available on all levels according to their needs and can be discussed with you when starting the transition process.

The following definitions may also be used to describe a course further:

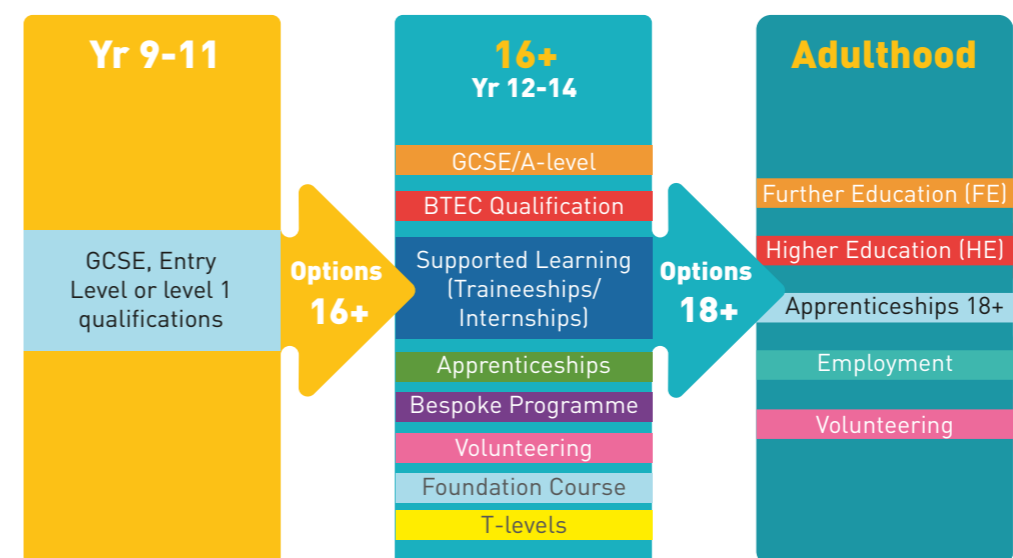
- **Education Skills** (e.g. English, Maths, IT etc.)
- **Work Skills** (e.g. understanding skills needed for work such as communication, CV writing, punctuality, team working)
- **Job Training** (learning by doing, things specific to a particular job role such as using a data base, how to do certain tasks)
- **Life Skills** (e.g. travelling, cooking, budgeting etc.)

16+ EDUCATION & TRAINING

Transition programmes, pathways & destinations, choices 16+

It is considered important for all young people to stay in 'learning' after 16 and gain qualifications, skills and workplace experiences.

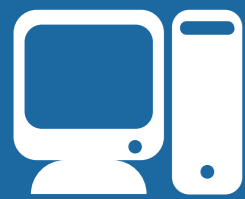
However, it is important to remember that 'learning' can take place in different settings, including school, college, through work with training, bespoke programmes or even volunteering



INFORMATION

It is government policy that all young people are expected to stay in some form of learning until they are 18. This could be in school, college, doing an apprenticeship or in training.

Learning routes & Qualifications levels				
Type of learning	Entry level foundation courses, transition programmes, Supported Internships	Level 1 Level 1 courses traineeships transition programmes Supported Internships	Level 2 Level 2 courses Apprenticeships Traineeships Supported Internships	Level 3 AS/A Level courses; BTEC National, Tech Level and other vocational Level 3 Courses, Apprenticeships
What do I need to start the course?	No GCSE Passes	Some GCSEs at grade 3, 2, 1 or equivalent	At least 4 GCSEs at grade 3 or 4 or equivalent	All least 4 GCSE grades 4 or above, or equivalent
How long does it take?	1-3 years	1-2 years	1-2 years	2 years



Education



Moving on Checklist

Start of YR11
(age 15/16)

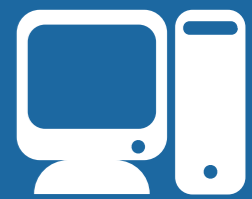
If your child has an EHCP this process will have already started in year 10.

September	October	November	December
<ul style="list-style-type: none"> Explore further the range of options in employment, training, 6th forms and FE colleges Look at pathways fitting around skills, interests and predicted grades of your young person Contact the provider for initial discussions & to plan visits/open evenings if your child is likely to need additional support Support your child to open a bank account before they turn 16 (it is much more complicated after that) 	<ul style="list-style-type: none"> Ask tutors, the schools' careers advisers and teachers for advice Submit an early application for your chosen course to avoid disappointment Look into travel training on Suffolk on Board www.suffolkonboard.com 	<ul style="list-style-type: none"> Go to open days! Find out what support is available and how to get it College and 6th form interviews begin If available attend taster days/transition meetings with the provider. 	<ul style="list-style-type: none"> Consider a work experience placement for your child during the Christmas period. Websites to research: www.apprenticeships.org.uk www.thesource.me.uk https://nationalcareers.service.gov.uk/
<ul style="list-style-type: none"> Think about a back-up plan! 	<ul style="list-style-type: none"> Create an account at the National Apprenticeship Service and keep an eye on vacancies 	<ul style="list-style-type: none"> Start contacting employers regarding apprenticeships and traineeships Begin applying for apprenticeship vacancies If you haven't done so yet make sure your application forms are completed by the end of March 	<ul style="list-style-type: none"> Exams start in May – some schools have study leave Confirm your back-up plan Check costs of courses, books, field trips and transport costs for 16+ options Discuss with student advisers if any finance support is available for the above (e.g. check with colleges about their FE16-19 bursary grant)
<ul style="list-style-type: none"> Ensure your child has an up-to-date CV www.thesource.me.uk/cvbuilder Decide on the best travel option for your child, whether bus operators' own season tickets or the Endeavour Card. For assistance under the SCC Post-16 Travel Policy the closing date for applications is 31st May! www.suffolkonboard.com/apply www.suffolkonboard.com/post16 	<ul style="list-style-type: none"> 6th Forms may have an induction day Your child needs to keep applying for apprenticeships and work based learning Your child's National Insurance number should have been issued by now. If not call 0300 200 3500 (Text phone 0300 200 3519) 	<ul style="list-style-type: none"> You might need to start thinking about options once exam results are out in August – staff at 16+ providers and your school's careers adviser can all help and advise 	<ul style="list-style-type: none"> Enrolment starts at colleges Update CV with exam results Child benefit should still be paid if your child is continuing in full time education. Visit the Child Benefit website https://www.gov.uk/browse/childcare-parenting/financial-help-children or call 0300 200 3100 NGT text relay: 18001, then 0300 200 3100 Purchase new kits/books and uniforms, if applicable And now enjoy the summer break!

REMEMBER

Wherever your child decides to study you will need to apply in good time!

Check with providers directly or go to their websites for deadlines



Education

These are the possible routes:

From age 16

- Staying in a school setting at a sixth form
- Going to a local FE college, sixth form college or independent training provider
- Choosing to study academic and applied subjects
- Choosing to study practical or vocational subjects
- Choosing to prepare for work and joining a Supported Internship, pre-apprenticeship programme or traineeship
- Choosing a bespoke/specialist programme
- Apprenticeship (typically intermediate or advanced level) or employment with training

FROM AGE 18+

- Further education at a local FE college or independent training provider – this can be full time or part time depending on the course you choose and your personal circumstances
- Apprenticeships or employment with training, including supported employment
- Higher education (HE), including higher and degree level Apprenticeships

Over the following pages you will find a brief description for each of the listed routes:

Staying in a school setting – typically a sixth form

Some schools in Suffolk have sixth forms where young people can continue their learning until Year 14 when they turn 19. You should start thinking about this option when your child is still at school. They don't have to stay at the same school but you can apply to move to another school sixth form. Your and your child's decision should be based on what courses are on offer and whether the courses will enable them to progress further towards their planned goal – this might be work or further/higher education.

Going to a local FE college / 6th form college / Independent training provider

These post 16 providers typically offer a wide range of vocational and academic courses to meet the needs of students at all levels. They all provide support for students with additional needs. You can start talking about additional needs as early as year 10 with your preferred post 16 provider – they will be able to confirm what additional support is already available and can discuss your child's needs individually.

REMEMBER

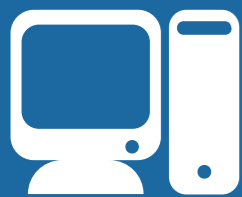
Most colleges offer a 3 day programme, some offer 5 days. If your child attends a 3 day programme, try and use the other 2 days to explore lots of different activities, do taster sessions etc. to find out what your child enjoys or what they are good at. This will help prepare them for life after college and with choosing further pathways, as well as getting to know other young people.

WHERE TO FIND OUT MORE:

Suffolk Local Offer

www.suffolklocaloffer.org.uk





Continued:

- *Many students will attend mainstream courses and some may require extra support. Mainstream courses will be offered at Level 1 through to Level 3 and beyond, in a range of subjects.*
- *Specialist courses are often called 'Foundation Courses' and are specifically designed for young people with SEND. Courses will aim to increase independence and confidence and develop practical and work-related skills.*
- *Some courses will focus on developing independent living skills. What ever your child's goal is, there should be a learning pathway for them.*
- *Other courses will be focused on developing skills that will lead to employment, often focusing on a specific area of interest that the student has shown an interest in.*

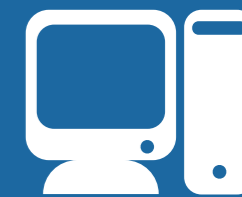
• **Choosing to prepare for work**

If your child's goal is to move into work they could join a Supported Internship, pre-apprenticeship programme or traineeship. Supported Internships are specifically for young people aged 16-24 with an EHCP. They are classified as 'study programmes' and are tailored to meet the needs of the young person and employer. Supported internships are offered by FE/Sixth form colleges and some independent training providers.

The post 16 setting will:

- *Work with you to source an employer and a job role that is right for your child*
- *Create a unique study programme so that your child can study a qualification and gain high quality on-the-job-training whilst at work*
- *Provide a job coach who will come to work with your child to start with. Over time the work coach will accompany your child less and less – this will be because your child will be gaining confidence and skills and won't need as much support.*
- *Your child may need to attend college one day a week and go to work for 2-3 days a week*
- *This is a study programme so your child won't get paid, unlike an apprenticeship, which is a job*

Traineeships and pre-apprenticeships are very similar. They are study programmes that include education and on-the-job training. These options are good for people who are looking to develop basic employability skills to help them on their journey to paid employment.



• **Supported Internship**

Supported Internship programmes are available for those aged 16-24 who have additional needs and hold an Education, Health and Care Plan and who wish to take their next steps towards employment.

They are personalised study programmes, designed to better enable young people with learning difficulties and/or disabilities to achieve sustainable paid employment, by equipping them with the skills they require for the workplace. They are available through several Post 16 FE providers and normally consist of a minimum of two days a week in a work placement and one day a week at college. Students will have access to a Job Coach who will support them in the work place and work alongside the tutor whilst students are in college.

Supported Internships bridge the gap between education and employment, and help to improve independence and self-esteem.

• **Apprenticeships**

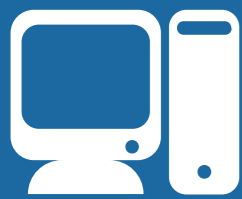
'Earn as you learn' – apprenticeships are an excellent way to combine on-the-job learning with a working environment. They allow a young person to grow and thrive in the workplace by giving them all the skills that an employer would want. Apprentices will receive on and off the job training and will work towards apprenticeship standards for their relevant job role.

Apprenticeships are offered at intermediate level (Level 2), Advanced Level (Level 3), Higher (Level 4) and Degree Level. An apprenticeship is a job not a course, so your child will need to pass a job interview and be appointed by the employer to be successful. The on-the-job training is provided by a manager/mentor. The off-the-job-training will be provided by a training organisation who will visit your child in the work place to check their learning and they may also need to attend college/training provider premises once a week. Your child earns a salary as an apprentice and is classified as employed rather than a student.

• **Personalised Post-16 Programmes**

Even with effective support, a few young people with the most complex needs may find it difficult to progress straight into a post-16 learning environment. For these young people a personalised programme may be available as a stepping stone to bridge into post-16 education. Eligible students will have an EHCP that clearly evidences their need for a highly individualised education and social development programme due to the level of complexity of their needs and their previous inability to access learning in a group environment. The personalised programme will only be offered for a limited period of time, usually no more than a year, with the twin aims of supporting the young person to move into group learning and to make educational progress. The need for such a programme will be identified during the planning for adulthood discussions that take place as part of the annual review of a pupil's EHCP and will need to be relevant to the pupil's long term aims for adulthood and support their personal development to enable progression into a group learning environment.





FROM THE AGE OF 18+

• **Further Education at a local FE college or Independent Training Provider**

With or without an EHCP it should be possible for all young adults to access a learning offer. At 19 all young people, with or without SEND, have access to education and training fully or part-funded through the Adult Education Budget. Your child can access courses that help develop their basic skills and prepare them further for work. Depending on your personal circumstances, you may need to make a financial contribution towards your child's course fees over the age of 19. These courses tend to be part time and short but are available through independent training providers and colleges. If your child has an EHCP this means it has been recognised that your child needs to stay in learning longer and would typically have access to longer, full time courses within an FE College.

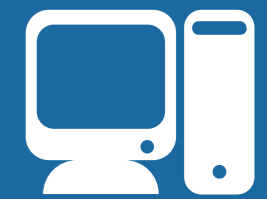
• **Apprenticeships or employment with training**

If your child feels confident enough to start work, it would be sensible to look for a job that has training and/or job coaching to help them adjust to the world of work.

In addition, you can also contact the disability employment advisers at Jobcentre Plus to find out whether your child can access any other employment-related support.

• **Supported employment**

This is a successful model for supporting people with significant disabilities to secure and retain real employment. There are eligibility criteria which, if met, mean the service is likely to be free. However, if this isn't granted, your personal budget or EHCP could be used to purchase this support, or you may be able to apply for an Access To Work grant.



• **Higher Education (HE)**

For young people with a level 3 qualification (e.g. A-levels, BTEC L3 etc.) and the desire and capability to study further, there are a wide range of courses to study at higher education institutions – either locally or further afield. Students with a disability or SEND can access a range of financial and personal support to help them achieve in their studies.

Make sure you let the education provider know if your child needs any adjustments to make the course accessible to them. The earlier they know, the sooner they can plan changes or support. You can discuss the particular adjustments needed and how to arrange them with the staff member responsible for supporting disabled students at the place where your child plans to study. Search for the contact details of disability advisers at colleges and universities throughout the UK at <https://dsa-qag.org.uk/students/find-disability-officer>

• **Higher & degree apprenticeships**

Apprenticeships are available for people of all ages up to Level 6 and 7 (equivalent to a full bachelor's or master's degree). This pathway provides substantial training and the development of transferrable skills, as well as gaining a real qualification. Individuals will spend most of the week at work, learning from colleagues across all levels of the business and typically working closely with a senior member of staff who will review progress and have a coaching role.

Find out more: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706821/Higher_and_degree_apprenticeships_NAS_Which_Uni_Web__25_.pdf

WHERE TO FIND OUT MORE:

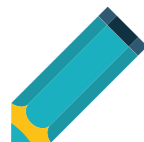
Supported employment

www.base-uk.org/what-supported-employment

Access to Work

– a scheme run by Jobcentre Plus providing help with various aspects of work

www.gov.uk/access-to-work





Macaulay

*From 6th Form to Higher Education (HE)
Local 6th Form College*

Macaulay has a diagnosis of Autism Spectrum Disorder (ASD), dyspraxia, hypermobility and has an EHCP. He joined the local Sixth Form College

in September 2014 to study the BTEC Fast Track Level 2 (Skilled for Life) course, Functional Skills English and GCSE maths. Macaulay progressed on to the BTEC ICT Level 3 Extended Diploma course and is currently studying BTEC Business Level 3 Extended Diploma and GCSE English. Macaulay has successfully received an unconditional offer to study the BA Hons Computer Games Design course at the University of Suffolk.

Macaulay says: *"My ability and confidence has greatly improved since I came to the Sixth Form College. Three years ago I could never have imagined that I would be going to university with an unconditional offer. I would like to thank all the staff who have helped me to achieve my potential."*



Haylie, 19

*From Special School to Work Experience
Sixth Form in a local special school*

Haylie is a 19 year old student at Special School in Lowestoft. Haylie attends a work experience placement at a charity shop one afternoon a week.

She has had independent travel training and makes her own way from school to the shop and then catches the bus home when her shift is over.

What the employer said:

"Our staff and volunteers have enjoyed having Haylie work alongside them. As the time has gone on Haylie has become more confident completing tasks independently. She is a real asset to our team and we hope Haylie will be able to carry on volunteering when she starts at college."

What Haylie said:

"The best bit about going to work in the shop is helping the customers. I like tidying up and making the stock look good. Working at the shop makes me feel happy and proud."

PREPARING FOR ADULTHOOD & EMPLOYMENT

Work experience & volunteering

Most young people with learning difficulties or disabilities are capable of working and want to work!

Employment helps people to be independent and be part of the community, leading to a good ordinary life.

For children and young people with SEND, getting work experience and developing employability skills is very important. It can also help an employer to recognise the skills that the young person can bring to their organisation.

- **Meeting employers**

Schools and colleges have a duty to ensure all young people have opportunities to meet with employers during their time in education – an aspect which is inspected by Ofsted. This could be an employer coming to the school or college to talk to students about their job, help with a project, give students opportunities for a mock interview or mentor a student. Many schools hold careers fairs where students get the chance to talk to lots of employers in one day. (see also 'Statutory school guidance' Jan 2018).

- **Work experience**

Your child should also be offered the chance to do some work experience during their time in education. This could be for a fixed period of time, such as one full week or spread over a number of weeks during a term. Schools and colleges have a responsibility to help students prepare for these kinds of experiences.

- **Volunteering**

Volunteering can also help students develop skills that will help them in future employment. There are formal programmes such as the Duke of Edinburgh Award or National Citizenship Service that schools and colleges will be involved in. You could also help your child to do some voluntary work outside school or college in an area that they are interested in. However, your child may need to be over 16 to take part in external voluntary work and they may need some support.



Preparing for Adulthood
and Employment

REMEMBER

It is important to keep all certificates and documents for your child, so they can take copies with them to interviews as additional information to demonstrate their achievements.

WHERE TO FIND OUT MORE:

Duke of Edinburgh Award
www.dofe.org/

National Citizen Service
<http://www.ncsyas.co.uk/>

Volunteering
www.gov.uk/volunteering

Volunteer Suffolk
<http://volunteersuffolk.org.uk/>





TRAVEL TRAINING

Travel training is designed to help people get more from life by giving them the confidence to travel independently.

Travel training can help overcome barriers to:

- Employment
- Social inclusion
- Independent journeys to School/College

CONTACT

For more information about the travel training scheme, email: transporttraveltraining@suffolk.gov.uk

Find out more: Suffolk on Board www.suffolkonboard.com

Describe your travel training in one word:



For post-16 students, the Post-16 Travel Policy applies, but a student aged 16-25 who has an EHCP or statement of Special Educational Needs (SEN) and cannot walk because of their SEN, disability or mobility problem - may be entitled to transport irrespective of the minimum distance. All students of sixth form age with special educational needs and/or disabilities will be charged a financial contribution towards the cost of their transport. For the school year 2020 the charge will be £690. This charge will rise by £30 per year.

You can find detailed information on Suffolk on Board (www.suffolkonboard.com)

Travel Training – a step towards independence

Suffolk County Council is working in partnership with Essex County Council, which has been delivering a very successful travel training scheme in Essex for over 10 years. We have a contract with Essex County Council within Suffolk, to deliver travel training to students in schools and colleges with additional needs (confirmed until March 2024).

This has a particular focus on preparing students for travel to college or sixth form, but for many students independent travel could be a reality long before this.

Travel Training teaches young people and adults with special educational needs or disabilities a safe way of travelling independently that will build self-esteem and confidence. Being able to travel on public transport is a key life skill which lets young people and adults make choices about how they live, go about their daily life and fulfil their potential.

The training involves supporting trainees to use all forms of public transport and where appropriate walking routes to their place of education or day service provision/community.

Our trainers work one to one with all students and adults over a number of weeks to train and assess their ability to make the journeys. Once the trainer is confident that the trainee is ready to become an independent traveller they will be “signed off” and receive a certificate. The training can take a few weeks to several months, but as long as progress is being made by the trainee the trainer will continue to provide support and training, providing regular updates to families.

Even if you are unsure if travel training is right for you or your child it is best to submit a referral and a travel trainer will arrange a home visit to talk through the process and assess suitability.

WHERE TO FIND OUT MORE:

MAKING A REFERRAL

(www.travel-training.co.uk)

Clicking the above link will take you to the Essex County Council website. As this is a partnership project your application can be made via their links, however, your training will be provided in Suffolk by Suffolk County Council.

TRAVEL & TRANSPORT

Travel support for pupils and learners with special educational needs and disabilities

The general home-to-school policy of the county council is that free transport is provided only for children of compulsory school age (from 5 to 16). However, some children may be entitled to free travel regardless of how far they live from the school if they have an EHCP or statement of Special Educational Needs (SEN) and cannot walk because of their SEN, a disability or mobility problem.



INFORMATION

Endeavour Card - 16-19

Get at least 25% discount off full price adult fares.

Find out more at <https://endeavour.suffolkonboard.com/>

DISABLED PERSON'S FREE TRAVEL BUS PASS

Find out more at www.suffolkonboard.com/

1/3 OFF RAIL FARES

The Disabled Persons Railcard is for people with a disability that makes travelling by train difficult. www.disabledpersons-railcard.co.uk/

JOURNEY PLANNER

www.suffolkonboard.com/journeyplanner

GOOD TO KNOW

If your child's circumstances change they can attend the travel training again to help them prepare for a new situation!



Independent Advice and Support

INDEPENDENT ADVICE & SUPPORT

If you are going through an EHCP needs assessment or you have an EHC plan you can contact SENDIASS for impartial and confidential information, advice and support around any aspects of the EHC process.

- **SENDIASS**

Special Educational Needs and Disability Information, Advice and Support Service

SENDIASS provides information, advice and support to young people with SEND aged 0-25 and their parents, about education, health and social care.

They provide legally based, impartial, confidential and accessible information and advice. They offer workshops for practitioners and parents/carers, online and printed information, a confidential helpline and direct face-to-face work.

- **SCOPE**

Scope is a national disability charity that campaigns to challenge and change negative attitudes about disability and provides direct services such as support, information, advice and advocacy to disabled people and their families.

- **Advocacy**

An advocate is someone who is independent of social services and the NHS, and who isn't part of your family or a close friend. They will not give you their personal opinion, solve problems or make decisions for you, but they will listen to what you want, support you to speak up for yourself, and help you to find information to make informed decisions and take control of your life.

For more information and to gain access to an advocate please contact Total Voice Suffolk.

- Some families like to contact other parents/carers about their experiences. Suffolk Parent Carer Network is the main network for parents/carers of children with SEND in the county. For more information go to <https://spcn.org.uk/>



George

*From FE College to supported internship
Local College & Greater Anglia*

George previously attended Stowupland High School. He joined the local college in 2016 and studied for a Business, Tourism and Events Diploma at Level 1.

George was provided with in class support to meet his additional learning needs. George said: "At first it was hard, but then I got used to it". At his annual review George said that "his dream job would be to work as a mechanic, a train driver or someone who works at a train station". He has now progressed onto the Supported Internship programme where he spends one day a week at college and 2 days in a work placement. His placement is with Abellio Greater Anglia at Ipswich train station where he works as a platform host to providing customer service to commuters and visitors to the station - "It's great!"

CONTACT TOTAL VOICE SUFFOLK

[Advocacy for those who are likely to have health and social care needs in adulthood]
Tel. 01473 857 361
Email: info@totalvoicesuffolk.org
Website: www.totalvoicesuffolk.org/

CONTACT

SCOPE
Confidential helpline
0808 800 3333
Email: helpline@scope.org.uk
Website; www.scope.org.uk/

CONTACT SENDIASS

Helpline:
01473 265210
Email: enquiries@suffolksendiass.co.uk

CONTACT ADVOCACY

(for those supported by children's social care services)
01473 622888
Email: admin@angliacaretrust.org.uk
Website; www.angliacaretrust.org.uk/



SOCIAL CARE MATTERS

If your child has a disability and/or additional needs, they may already have a social worker before they have reached their 16th birthday. If this is the case then their social worker can be involved in helping with planning for the end of the school year (15 years).

- At the age of 16 years, a young person with SEND who is already receiving support from Children's Services may be identified for a future referral to Adult Social Care Services if it is likely that they will have future support needs.
- At the age of 17 and a half years (completed by the time they are 18 years), your young person could have an eligibility assessment (in line with the national eligibility criteria) which will identify their needs and the support that they may require moving into adulthood. A personal budget summary which will provide an indication of the level of funding that may be available to them and a Care and Support Plan will be completed by either your young person with their family and/or their social worker.
- If your child has been in receipt of an Activities Unlimited personal budget they will not automatically receive a service from Adult Social Care after their 18th birthday. This will be dependent on an assessment in line with the Care Act 2014.
- A request for this assessment can be made via Customer First on 0808 800 4005.
- Your young person can expect a supported assessment period which will assist the eligibility assessment process.
- After your young person has been assessed as eligible the most appropriate adult team will make contact to begin conversations about what this means for the need around care and support.
- If, following the Eligibility Criteria Assessment, it becomes apparent that your young person does not need ongoing support from Adult Social Care, you will be signposted to the SEND Local Offer to explore options available within other sectors including the voluntary sector.

The Children and Social Work Act 2017 provided Suffolk with the opportunity to publish a Local Leaving Care Offer and develop relationships with statutory, voluntary and the private sector to ensure the young people in Suffolk have the best opportunities in life. In addition to this, Suffolk are now extending the age for young people who have been children in care to receive a service up to 25 years. For a young person in care you can find out more information from their allocated worker.



SOME USEFUL LINKS:

Suffolk Adult Social Care Service

www.suffolk.gov.uk/care-and-support-for-adults/

www.legislation.gov.uk/ukpga/2014/23/contents/enacted (Care Act 2014)

www.scie.org.uk/care-act-2014/assessment-and-eligibility (National Eligibility Criteria)

Suffolk Hearing Advisory Service

www.hhas.org.uk/

Suffolk Children in Care

www.gov.uk/government/publications/applying-corporate-parenting-principles-to-looked-after-children-and-care-leavers (Care Leavers)

www.gov.uk/government/publications/local-offer-guidance (Care Leavers)

Suffolk Local Offer

www.suffolklocaloffer.org.uk/

CONTACT

CUSTOMER FIRST

Call

0808 800 4005

Email:

customer.first@suffolk.gov.uk



MONEY & FUNDING MATTERS

When a young person turns 16, they can claim benefits in their own right but this will affect some benefits that are paid to you, the parent/carer.

During transition you will need to think about the various forms of financial support and benefits that may be available.

At 16, young people can either claim benefits in their own right, or you will be able to claim on their behalf. It is important that you get free independent advice around what benefits can be claimed and how they could affect what payments you already receive before you decide which is the best option for your family. You will need to consider which is the best option depending on the individual circumstances of your family.

If your young person is eligible for a service from Adult Social Care, following an assessment they may be offered a personal budget.

Self-directed support and personal budgets

Self-directed support recognises that young people and families understand their own needs and offers them the opportunity to manage their own care via personal budgets.

Personal budgets are designed to help people take control of their own social care budgets and choose services that suit them best. The amount will be calculated on an individual basis and is available to use on a support worker, care agency and/or activities to meet agreed outcomes.

A mental capacity assessment may take place to ensure your young person has the capacity to make safe decisions around their finances which will help to inform who would be the most appropriate person to manage the money.

A financial assessment will be carried out for any young person over the age of 18 in receipt of services or funding from Adult Social Care to establish if a financial contribution towards the care package is required.

For further information and support please see the provided links.



DID YOU KNOW

MONEY MATTERS WILL CHANGE WHEN YOUR CHILD TURNS 16!

It is therefore a good idea to open a bank account for your child before they turn 16 – that way you can still help or do it on their behalf.

CONTACT CUSTOMER FIRST

If you think you may need help, support or information contact Customer First who will offer you information and advice.

0808 800 4005



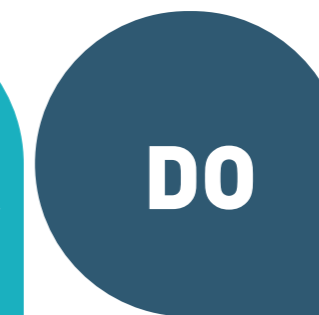
STOP

Ask
Have leisure time, hobbies and interests been included in your young person's plans for the future?



THINK

What is Important?
Leisure time is important and should be part of your young person's Transition Plan.



DO

Find out
Speak to your child's social worker, school and other parents to find out what is available for them.

16-19 Bursary Fund

The 16-19 bursary fund is money the government has given to local authorities, schools, colleges and other education and training providers (education institutions) to support students who need financial help to stay in education.

There are two types of 16-19 bursaries:

- bursaries for defined vulnerable groups of up to £1,200 a year
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

Find out more at www.gov.uk/guidance/advice-for-young-people-16-to-19-bursary-fund-guide

- **Benefits - GOV.UK**
www.gov.uk/browse/benefits
- **Adult social care and health | Suffolk County Council**
<https://www.suffolk.gov.uk/care-and-support-for-adults/>
- **Care Act 2014 – legislation -**
www.legislation.gov.uk/ukpga/2014/23/contents/enacted
- **Personal budgets | Community Directory – Suffolk**
infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=XNICqBycQwA
- **Mental Capacity Act 2005 – legislation**
www.legislation.gov.uk/ukpga/2005/9/contents
- **Care and Support Assessment | Community Directory - Suffolk**
infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=E7m9wu0uqc0
- **Suffolk Local Offer | Community Directory**
www.suffolklocaloffer.org.uk



CONTACT FREE BENEFITS ADVICE HELPLINE

Free Benefits Advice Helpline

0808 808 3555

www.contact.org.uk



HOW TO CLAIM UNIVERSAL CREDIT: STEP BY STEP

Universal Credit can help you with your living costs if you're on low income or out of work.

Step 1: Check if you're eligible

Eligibility

You may be able to get Universal Credit if:

- you're on a low income or out of work
- you're 18 or over (there are some exceptions if you're 16 to 17)
- you're under state pension age (or your partner is)
- you and your partner have £16,000 or less in savings between you
- you live in the UK

The number of children you have does not affect your eligibility for Universal Credit, but it may affect how much you get.

If you live with your partner

Your partner's income and savings will be taken into account, even if they are not eligible for Universal Credit.

If you're 18 or over and in training or studying full-time

You can make a new Universal Credit claim if any of the following apply:

- you live with your partner and they're eligible for Universal Credit
- you're responsible for a child, either as a single person or as a couple
- you're disabled and entitled to Disability Living Allowance (DLA) or Personal Independence Payment (PIP) and have limited capability for work
- you're in further education, are 21 or under and do not have parental support, for example you're estranged from your parents and you're not under local authority care

If you're 16 or 17

You can make a new Universal Credit claim if any of the following apply:

- you have limited capability for work or you have medical evidence and are waiting for a Work Capability Assessment
- you're caring for a severely disabled person
- you're responsible for a child
- you're in a couple with responsibility for at least one child and your partner is eligible for Universal Credit
- you're pregnant and it's 11 weeks or less before your expected week of childbirth
- you've had a child in the last 15 weeks
- you do not have parental support, for example you're estranged from your parents and you're not under local authority care

If you're studying full-time

You can also make a claim if you're in full-time further education and any of the following apply:

- you do not have parental support
- you have limited capacity for work and you're entitled to Personal Independence Payment (PIP)
- you're responsible for a child
- you're in a couple with responsibility for a child and your partner is eligible for Universal Credit

Step 2: Create an account and make a claim

You need an online account to claim Universal Credit.

You must submit your claim within 28 days of creating your account.

If you live with your partner, they will also need to set up an account. You'll be given a code to link the accounts together.

Find out how your claim is assessed

You'll need to have an interview with Jobcentre Plus. You'll be told how to arrange this after you submit your claim. It will be within 10 working days.

If you have a disability or health condition you may need a work capability assessment. You'll be told if you need one after you claim.

Step 3: Attend your interview

What Happens at an interview?

Your responsibilities

You'll make an agreement called a 'Claimant Commitment' with your work coach.

What you need to do depends on your situation. You might need to do activities such as:

- write a CV
- look and apply for jobs
- go on training courses

You'll also need to do things like:

- pay your own rent and other housing costs
- report any changes in your circumstances

If you're claiming with your partner, you'll each have a Claimant Commitment and set of responsibilities.

Step 4: Apply for an advance on your first payment

If you need help with bills or other costs while you wait for your first payment, you can apply to get an advance.

Step 5: Get your first payment

You'll get your first payment 5 weeks after you claim. Your account will be updated to tell you how much it will be.

Step 6: Follow your agreement and report any change of circumstances

You must keep to the Claimant Commitment you agreed at your interview. If you do not, your payments could stop.

You must also update your account if your circumstances change to get the right payment.

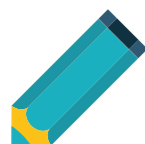
For more details visit:
www.gov.uk/how-to-claim-universal-credit



WHERE TO FIND OUT MORE:

FOR MORE DETAILS VISIT

<http://www.gov.uk/how-to-claim-universal-credit>





Leisure Activities and Short Breaks

LEISURE ACTIVITIES

Becoming an adult is a very exciting time, and for most young people it's the time they gain their independence and enjoy a more active social life. This gives us all a greater sense of wellbeing, helps us become part of the community and enables us to make new friends. Across Suffolk there are a range of leisure pursuits available, from music, dance, art and drama to an array of sporting activities.

When preparing for your child's transition reviews, discuss with them their hobbies, activities and interests; you can then build this in to the transition plan.

Transport to and from leisure activities will also need consideration – please see the travel and transport section of this guide (page 24)

Activities Unlimited – AU

Activities Unlimited provides short breaks and leisure activities for disabled children aged 0-25 in Suffolk. Find out more at <https://www.access-unlimited.co.uk/activitiesunlimited/>

Carers' discounts

Find out how to get cash back in numerous high street stores as well as discounted rates on energy bills, insurance renewals and lifestyle activities, such as the gym, the cinema, days out, travel and free legal advice. Go to www.carers.org

CEA card (cinemas)

The CEA Card is a national card scheme developed for UK cinemas by the UK Cinema Association (UKCA)

The card enables a disabled cinema guest to receive a complimentary ticket for someone to go with them when they visit a participating cinema.

The card is also one way for cinemas to make sure they look after their disabled guests. If you require an adjustment to visit a cinema because of your disability, cinema staff should make them for you whether you have a CEA card or not.

Find out more at www.ceacard.co.uk

INFORMATION

SUFFOLK'S LOCAL OFFER website provides Information about support services and local opportunities for children and young people with SEND - find what you need all in one place.

www.suffolklocaloffer.org.uk

TOP TIP

It is worthwhile to carry your child's **'letter of entitlement'** with you at all times (or even a photo of the letter on your mobile). That way you won't get caught out when asking for a discount.

REMEMBER

Check out your local sports centres or talk to your school or other parents - they may be able to recommend a local club.



Leisure Activities and Short Breaks

Jordan, 19

2019-20 bespoke programme provider:
Local specialist provider (via enrolment at Local College)



Jordan has a diagnosis of Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder. He has significant (undiagnosed) attachment difficulties and has suffered from severe anxiety and low self-esteem. When he joined the specialist provider in 2018, he could write his first name only and could not read. Due to his ADHD, Jordan needed his learning to be active and physical. Jordan also experiences auditory sensory difficulties; he is over-responsive to auditory stimuli.

Initially Jordan's programme involved 2:1 staffing due to his dysregulation and he was accessing the community and completing activities without peers due to his inability to manage social interactions. A good rate of progress over time has resulted in 1:1 staffing, access to supported volunteering placements and a broad range of activities alongside peers, as well as formal academic English and maths sessions.

Jordan has developed his social, emotional and life skills significantly and now copes with change (in adults, activities, venues) with just a little support and reassurance needed. He now has a wide range of peers, whom he considers friends, and is making a successful transition to adulthood and community-based activities with reduced support.

"The provider is a valuable resource. The staff are friendly and dedicated. There was a perfect transition from his school. He has gained so much trust with all the staff and he can do so much more now. The staff have made him believe he can do it. He didn't have the confidence to learn, now you can't stop him - he just wants to do more and more!" (Jordan's Father).

“ If your child has a passion for leisure activities, make it part of their support plan. ”

TOP TIP

If your child is interested in a particular mainstream activity, it is worth contacting the provider directly to ask what adaptations they could offer to enable your child to take part.

REMEMBER

Try and maintain friendships your child made at school to help them with their transition to adulthood.



HEALTH

Transition planning in health services

What is transition?

For children with continuing health conditions, 'transition' in health services means the change from children's to adults' health care services.

This is a gradual process where choices can be made around which hospital and services will suit your child best.

When do they have to move?

Most young people move on to adult health services between 16 and 18 years old.

Sometimes, young people move from a children's health service to an adolescent or young person's unit at 13 or 14 years old, instead of moving straight to an adult health service.

You can ask your child's health practitioner about when they will be making the move.

Transition from child health services to adult health services will mean your child may start seeing a different team at your local health services. They will be given a lot more independence, where appropriate, and will be encouraged to learn about their own health, so that they can be more involved in their healthcare and decision making.

Who can help your child get ready for transition?

Your child's local healthcare service, i.e. GP surgery, will be able to give you information and support about moving on to adult services.

Making decisions...

Around this time of transition, health staff will begin to spend more time talking directly to your child rather than with you as their parent/carer, although you will still be encouraged to attend appointments with them if necessary.

If your child is unable to make their own decisions after the age of 16, their health practitioner may talk to you as their parent/carer about undertaking a mental capacity assessment – which may lead to someone applying to become their deputy with regards to health matters.

Where possible a young person should be encouraged to prepare for adulthood by:

- learning about their conditions and treatments
- getting involved in asking questions at appointments
- taking responsibility for their medicines where possible
- starting to make their own appointments where possible
- learning how to store and use useful contact details on their mobile phone
- finding out who to contact in an emergency

You may find an 'alert bracelet' useful if your child has a condition that may change suddenly (*available online from various suppliers*).



INFORMATION

MENTAL CAPACITY ACT

This is designed to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over.

<http://www.legislation.gov.uk/ukpga/2005/9/contents>



Health

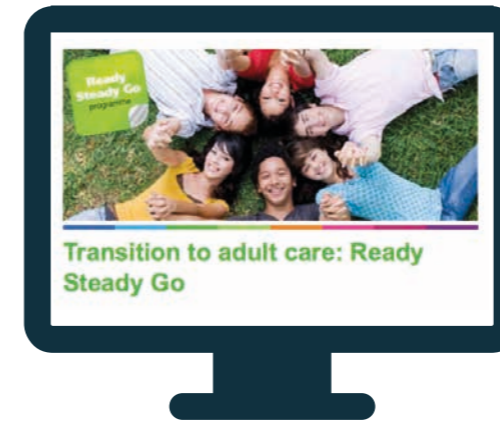
Questions you may like to discuss with your healthcare team:

- What is the plan for your child's transition?
- When are they moving to adult services?
- Can they choose which adult service they move to?
- What is different about the adult service?
- Can they meet the adult staff before they leave children's services?
- Can they visit the adult service to look around?
- Are there any young people they can talk to about moving to adult services?
- What do they need to know before moving to the adult service?
- When can they start getting more involved in their health care?
- How will their condition affect their future, such as education and employment prospects?

What is the role of the general practitioner (GP)?

Your child's doctor or GP needs to be involved in the transition planning process, as they will sometimes become the first point of contact for them on leaving school for any therapies which may have been provided via the school.

Where a young person has continuing needs and an adult service exists, your health practitioner can refer them on directly. However, they will need to keep your GP informed as the ongoing medical link.



Ready Steady Go

Some health services use the Ready Steady Go Transition Programme (produced by Southampton NHS Trust) to support your child and develop their confidence to understand and look after their own health.

<http://www.uhs.nhs.uk/OurServices/Childhealth/Transitiontoadultcare/ReadySteadyGo/Transitiontoadultcare.aspx>

Helpful Booklets

If your child has lots of complex health issues, your health practitioners may help you choose between helpful booklets such as:

- Communication passports
- Health action plans
- Health passports
- Positive behaviour support plans
- One-page profiles and 'All About Me' to help keep all your information together in one place.

Find out more at www.easyhealth.org.uk/

Read about Learning Disability Annual Health Checks:

You can read more here to find out more information about annual health checks. www.nhs.uk/conditions/learning-disabilities/annual-health-checks/



Health

INFORMATION

If you live on the borders to Norfolk or Essex you can also find out about their local offers here:

NORFOLK LOCAL OFFER: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

ESSEX LOCAL OFFER: <http://www.essexlocaloffer.org.uk/>



DID YOU KNOW

If your child is 14 and has a learning disability, you can ask your doctor for an annual health check.



SUFFOLK LOCAL OFFER

Information about support services and local opportunities for children and young people with SEND – find what you need all in one place: www.suffolklocaloffer.org.uk

Suffolk's Local Offer gives you clear, accessible and accurate information about the services available for children and young people with special educational needs and/or disabilities (SEND).

Suffolk's Local Offer website holds information about education, health and care services, as well as leisure activities and support groups – all in one place.

The information available on the Local Offer website describes the support available to families, and all children and young people with SEN and/or disabilities. This support includes:

- Universal services - for example, early years and childcare providers, schools and GPs
- Short-term support for children and young people with SEND who require additional support (in addition to what's provided by universal services) and
- Specialist services for children and young people with SEND who need specific longer-term support.



Suffolk Local Offer

CONTACT

If you need more help contact the

Local Offer Advisor on
0345 606 1490

Email:
LocalOffer@suffolk.gov.uk

WHO CAN HELP YOU?

There is space below to write your one point of contact for each of these services

School

Your school is the first point of contact for education and support issues.

Doctor / GP

Your local GP surgery will provide advice and support you with health issues.

Customer First

Suffolk County Council
Social Services

0808 800 4005

SENDIASS

Providing information, advice and support to young people and their parents around SEND.

01473 265 210

CONTACT

Free Benefits Advice Helpline for families with disabled children.

0808 808 3555

SPCN

Suffolk Parent & Carer Network
Actively involved in the planning of services for SEND children and young people

01473 345 375

IPSEA

Independent legally based Parental Special Education Advice

Book online for a call back by an adviser

www.ipsea.org.uk

Suffolk Family Carers

Helping family carers get the support they need

01473 835 477

OTHER RESOURCES

you might find of interest

SEN Code of Practice

0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (Jan 2015).

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Mental Capacity Act

This is designed to protect and empower people who may lack the mental capacity to make their own decisions about their care and treatment. It applies to people aged 16 and over.

www.scie.org.uk/search?sq=mental+capacity+act

The Care Act

The Care Act 2014 sets out in one place, local authorities' duties regarding assessing people's needs and their eligibility for funded care and support.

councilfordisabledchildren.org.uk/help-resources/resources/2014-care-act-easy-read

The Equality Act

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

It sets out the different ways in which it's unlawful to treat someone.

www.gov.uk/guidance/equality-act-2010-guidance

MOVING FROM SCHOOL TO POST 16 EDUCATION: WHAT YOUNG PEOPLE EXPERIENCE

WHAT'S GOOD ABOUT GOING TO COLLEGE?



What went well?

- *The link programme – we visited all the colleges*
- *Teachers preparing us for the change in level of work*
- *Teaching assistants helped us to prepare*
- *Talking to friends*
- *Attending college at least once a week in the term before*
- *College talks*
- *Family support when I felt nervous*
- *Finding the right place and feeling like they understood what I needed*
- *Going from 5 to 3 days – felt like the right number of days*
- *Knowing friends were going to the same place*
- *Student support co-ordinators to help*
- *Teachers help you more*
- *Feel more grown up*
- *Travel training from home to college*
- *Having a prom*
- *Having the summer holiday beforehand*

What were you worried about?

- *Worried there wouldn't be someone to help me*
- *Didn't know what to expect*
- *Scared about writing*
- *Nervous*
- *Worried at the end of term*
- *What they would expect me to do, e.g. writing*
- *How was I going to get to college?*

What helps?

- *Parents having lots of information*
- *Knowing what support I was going to have*
- *More student support co-ordinators*
- *Having someone to talk to*
- *Meeting new staff beforehand*
- *Travel training*
- *Bus pass that works in the morning and afternoons*



USEFUL WEBSITES

16-19 Bursary Fund

www.gov.uk/guidance/advice-for-young-people-16-to-19-bursary-fund-guide

Access to work

www.gov.uk/access-to-work

Activities Unlimited AU

<https://www.access-unlimited.co.uk/activitiesunlimited/>

Adult social care and health – Suffolk County Council

www.suffolk.gov.uk/adult-social-care-and-health

Advocacy (advocacy for children and young people in case)

www.angliacaretrust.org.uk/admin@angliacaretrust.org.uk

Annual Health checks

www.nhs.uk/conditions/learning-disabilities/annual-health-checks/

Apprenticeships Suffolk

www.apprenticeshipssuffolk.org/

Apprenticeships UK

www.apprenticeships.org.uk/

Association of National Specialist Colleges

natspec.org.uk/

Base UK – supported employment

www.base-uk.org/what-supported-employment

Benefits

www.gov.uk/browse/benefits

Care Act 2014 - legislation

www.legislation.gov.uk/ukpga/2014/23/contents/enacted

Care and Support Assessment – Community Directory Suffolk

<https://www.suffolk.gov.uk/care-and-support-for-adults/how-social-care-can-help/care-and-support-assessment/>

Carers Trust

www.carers.org/

CEA Card (cinema card)

www.ceacard.co.uk/

Child Benefit

www.gov.uk/government/organisations/hm-revenue-customs/contact/child-benefit

Contact – Free Benefits Advice Helpline

<https://contact.org.uk/advice-and-support/benefits-financial-help/>

Customer First

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=NYFlzl7NuJU>

Disabled Persons free Bus pass

www.suffolkonboard.com//

Disabled Persons Railcard

www.disabledpersons-railcard.co.uk/

Duke of Edinburgh Award

www.dofe.org/

Easy Health

www.easyhealth.org.uk/

Endeavour Card

endeavour.suffolkonboard.com/

Helen Sanderson Associates

helensandersonassociates.co.uk/

Journey planner

www.suffolkonboard.com/journeyplanner

Mencap

www.mencap.org.uk/advice-and-support/children-and-young-people/education-support/transition-adult-services

Mental Capacity Act 2005 - legislation

www.scie.org.uk/search?sq=mental+capacity+act

National Autistic Society

www.autism.org.uk/services/autism-services-directory.aspx

National Careers Service

nationalcareersservice.direct.gov.uk/

National Citizenship Service

www.ncsyes.co.uk/

Personal budgets – Community Directory Suffolk

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=10>

Preparing for Adulthood

www.preparingforadulthood.org.uk/

Radar – the disability rights people: Doing Careers Differently

www.disabilityrightsuk.org/sites/default/files/pdf/Doing%20Careers%20Differently.pdf

Ready Steady Go

www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx

Scope

www.scope.org.uk/helpline@scope.org.uk

SENDIASS

www.suffolksendiass.co.uk/enquiries@suffolksendiass.co.uk

Suffolk Adult Social Care

<https://www.suffolk.gov.uk/care-and-support-for-adults/>

Suffolk Children in Care

www.gov.uk/government/publications/applying-corporate-parenting-principles-to-looked-after-children-and-care-leavers

www.gov.uk/government/publications/local-offer-guidance

Suffolk Hearing Advisory Service

www.hhas.org.uk

Suffolk Local Offer

www.suffolklocaloffer.org.uk/

If you need help to understand this information in another language please call **03456 066 067**.

Se precisar de ajuda para ler estas informações em outra língua, por favor telefone para o número abaixo. 03456 066 067

Portuguese

Jeigu jums reikia šios informacijos kita kalba, paskambinkite 03456 066 067

Lithuanian

Jeżeli potrzebujesz pomocy w zrozumieniu tych informacji w swoim języku zadzwoń na podany poniżej numer. 03456 066 067

Polish

Dacă aveți nevoie de ajutor pentru a înțelege această informație într-o altă limbă, vă rugăm să telefonați la numărul 03456 066 067

Romanian

এই লেখাটি যদি অন্য ভাষাতে বুঝতে চান তাহলে নিচের নম্বরে ফোন করুন 03456 066 067

Bengali

Если для того чтобы понять эту информацию Вам нужна помощь на другом языке, позвоните, пожалуйста, по телефону 03456 066 067

Russian

If you would like this information in another format, including audio or large print, please call **03456 066 067**.



Designed and printed by  **vertas** Design & Print
Phone: 01473 260600