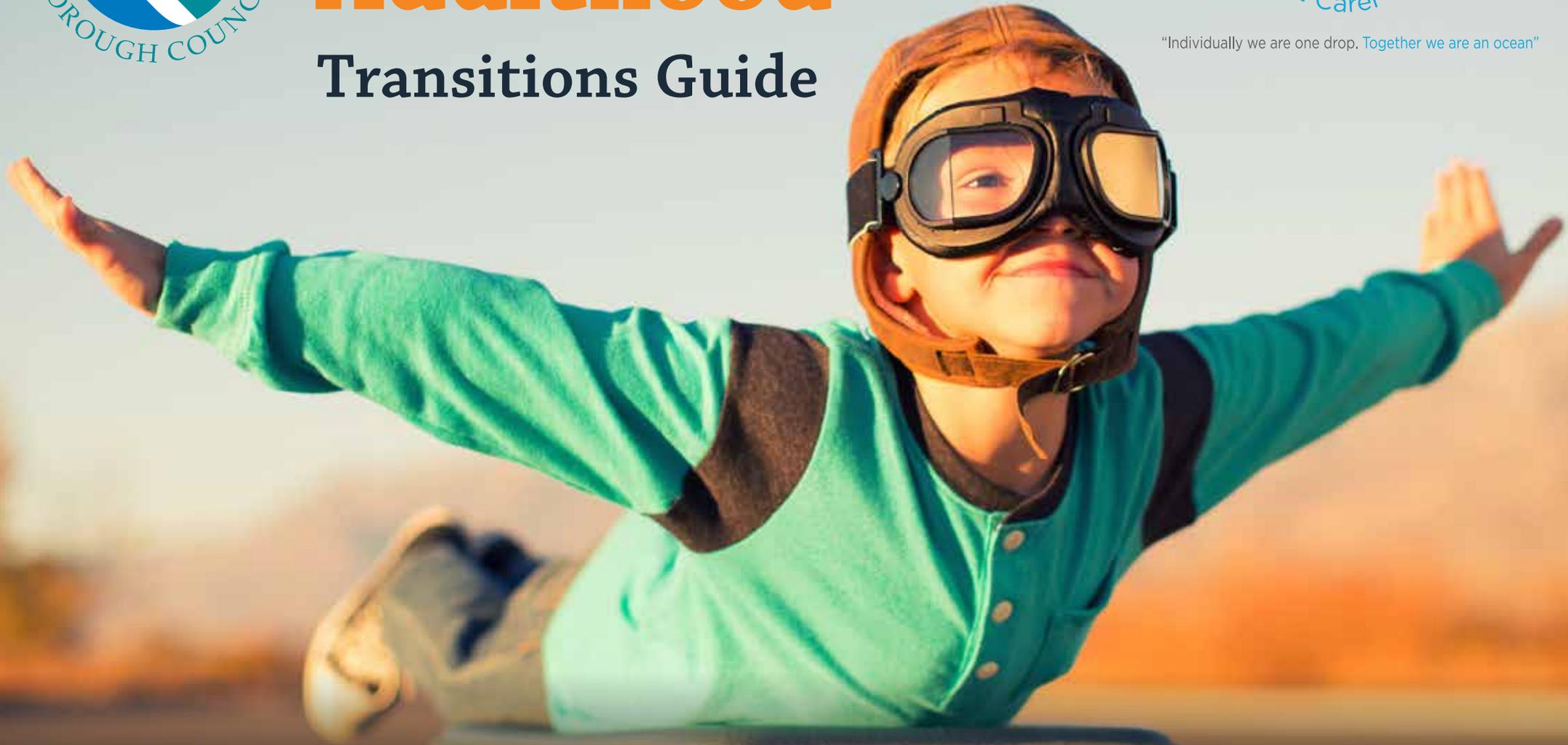




Preparing for Adulthood Transitions Guide



"Individually we are one drop. Together we are an ocean"



Redcar and Cleveland's Transition Guide for parents and carers of children and young people with special educational needs and disabilities (send) aged 0 – 25



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Introduction

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

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

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

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

It has been written in partnership with local parents and carers who have been through the process with their children and

provided us with first-hand experience and advice. We hope it will help your family feel better informed as you and your child prepare for the next stage of their life.

In this document you may come across some terms that you are unfamiliar with. To help you, there is a short glossary at the end.



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

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

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

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

The review should look at what needs to be done from a range of perspectives to enable the young person to

achieve the best possible outcomes in adult life and the lifestyle they wish. These outcomes will be reviewed annually in the case of a child or young person with an EHC plan or a child who is on SEN support in school.



Transition planning should include personalised support in the following areas:

- Identifying suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships
- Support to find a job and learn how to do a job (for example, through work experience opportunities or the use of job coaches)
- Support to help the young person develop a lifestyle that is based on their hobbies, leisure activities, access to community facilities, meeting friends and having fun
- Help in understanding any welfare benefits that might be available when in work
- Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and what support they may need
- Information about personal budgets and direct payments
- Local housing options, including housing benefits and social care support
- Information about lifestyle choices based on the young person's interests and personal requests
- Support to help the young person participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to, the local community and voluntary opportunities
- Travel advice to enable young people to get around independently
- Advice about carrying on with health services or being able to access the right service
- Young people with a diagnosis of a learning disability need to contact their GP at 14 and arrange an annual health care check – this will be your main contact moving into adulthood and it is important the link with your GP is started early
- Some children may require a Health action plan that is completed by your key health care professional to help organise and plan where your health care will be transferred to

Role of school and professionals

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

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



Thinking about careers

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

Planning for the future

PERSON-CENTRED PLANNING

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

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

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



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

1. What does your child enjoy? (either at school or home)
2. Does your child have any hobbies/ interests?
3. What kind of activities does your child show an interest in?
4. When you think of your child, what sort of person are they?
 - 1.1 Do they like being with people?
 - 1.2 Do they like working with animals?
 - 1.3 Do they prefer working outside or indoors?
 - 1.4 Are they creative/ musical?
 - 1.5 Do they show an enterprising attitude?
 - 1.6 Do they like working with their hands?
 - 1.7 Do they like order, detail or numbers?
5. Are they outgoing or do they like to keep to themselves?
6. How do they like to learn?
7. What is important to them? (e.g. staying near home or being independent)
8. Do they want to discover new places and people?
9. What kind of environment suits them, busy and noisy or quiet?
10. 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, social groups etc. You can ask for an interview to be arranged with the school's careers advisor to help you through this.



Decision making

Your child will always be encouraged to make decisions for themselves and take part freely in discussions about the future. However, they may be unable to make decisions due to a cognitive impairment, up until the age of 16 parents will maintain parental responsibility and make decisions on their behalf.

When they are 16 or over this no longer applies and their right to make decisions is subject to their capacity to do so as set out in the Mental Capacity Act (MCA) 2005.

For more information visit:
The Mental Capacity Act 2005
(www.redcar-cleveland.gov.uk),
www.ipsea.org.uk and
www.natsip.org.uk

The aim of the Mental Capacity Act is to ensure that those who lack capacity are supported 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.

In most cases adult social care will continue to work with you, your child, your family and support network to help make decisions. However, there are a few specific situations where the decision that needs to be made is so significant, that if it seems they may lack capacity, adult social care may

need to use the more formal processes of the Mental Capacity Act to make decisions on their behalf. The specific situations when these formal processes might apply are when decisions need to be made about going into residential care, admission to hospital, and some situations where there is family involved but there is disagreement about the best course of action.

A capacity assessment must be carried out by someone who has knowledge of your child and who has had specific training. Following the assessment, if they are deemed to lack capacity then a best interest decision is normally made in a meeting with all relevant people involved.

Personal budgets

Personal budgets are changing the way that education, health and social care services work with families who have children with SEND. Following transitions into adult services this may also be referred to as a direct payment.

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

A parent/ carer or young person can request a personal budget as part of the assessment and planning process for the EHC plan, or at the annual review. By having a say in the way this budget is used, it gives parents and young people greater control and choice over elements of their support. The budget can be used to buy a range of services that your family is currently receiving, including equipment, transport, respite and assistance with accessing community activities. It can also be used to buy new support and provision, as long as it helps to meet the outcomes that have been agreed in your child's EHC plan.

You will be told what funding is available as part of a personal budget, should you decide to consider the option of having one, a 'costed plan' will be drawn up.

Paying for Your Care and Support (www.redcar-cleveland.gov.uk)



Preparing for Adulthood:

Education, employment and training

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

It will be important for you to discuss the various options that are available with the staff at your child's school and with other parents/ young people. Most college courses are up to three or four days a week and sometimes



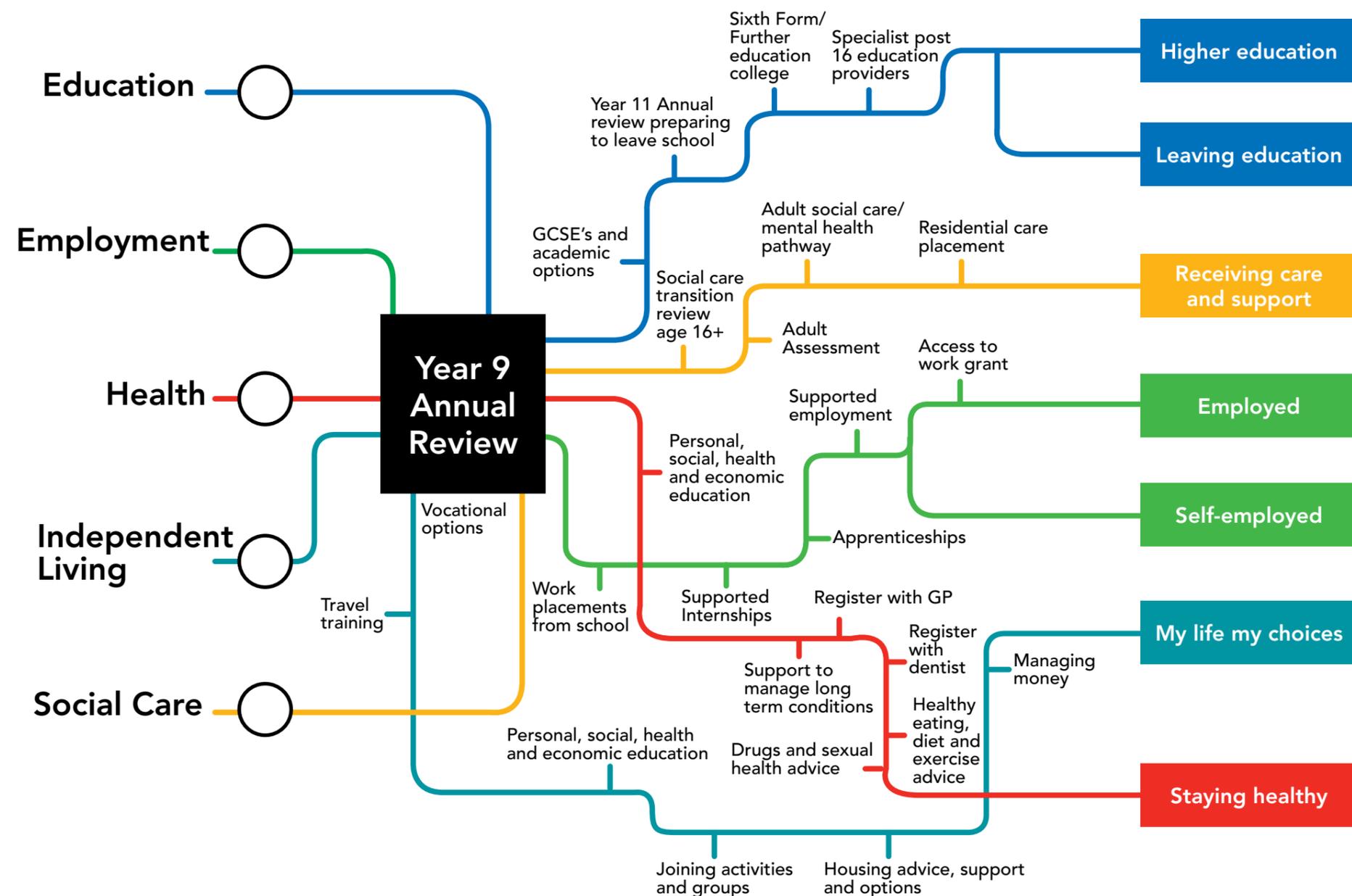
less. You may need to contact other services to help and/ or give you advice on the days when they are not at college. They could be doing things in the local community, taking part in leisure activities or meeting friends. You could draw up a mock timetable, so your son or daughter will have an idea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

There are opportunities for many young people to do a supported internship, which are work placements with support, or work placements, voluntary work or work experience. Some

young people will be able to have a paid job.

Redcar & Cleveland Council is actively looking at expanding the range of opportunities for young people with SEND up to 25 and beyond. It is important for families and young people to discuss options with their school or college and to look on the Local Offer for all the opportunities available. For more information about post-16 provision in Redcar & Cleveland and beyond visit www.peoplesinonet.org.uk/kb5/redcar/directory/localoffer.page

Post 16 destination choices





Transitioning from children's health services to adult health services

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

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

If you have a health care professional, they will start to discuss moving your care to the appropriate adult service if this is needed. Adult health care runs through conditions, so if you have issues with your spine you would go to the orthopaedic

team, if you have issues with your tummy you would go to the gastroenterology service. This means you might end up with a number of different doctors looking after your different needs. This is why it's really important that you know your GP as they are the key point of contact to help coordinate all this for you. It's important to build up this relationship before you get to 18 so that you feel confident that they understand your health needs well.



Some children receive Continuing Care funding to support their significant health needs. When the young person reaches 17.5 years old, a health care professional or a member of the team from Redcar & Cleveland Council's Children with Disabilities team will complete a checklist to see if continuing care funding is still needed at this stage. This assessment is done in consultation with the young person and their family. If it is, the young person will move over to the adult continuing health care service and this arrangement will be reviewed annually.

If you have a diagnosis of a learning disability transition will be supported by a transitions health facilitator. They are part of the learning disabilities team and can support with the following:

- Contribute towards the completion of EHCPs
- Identify those with complex health care needs
- Signpost to other professionals when appropriate
- Prepare and support young people through transitions
- Liaise with relevant departments to highlight future needs
- Develop support networks for young people and their carers
- Complete health action plans to ensure young people stay healthy
- Provide relevant agencies with advice, support, education & liaison
- Ensure the transitions process & health transitions planning is person centred
- Highlight issues with services provided through transition and work to resolve them

Redcar & Cleveland's children with disabilities team

Redcar & Cleveland's Children with Disabilities Team provides a social work service to children with disabilities, both learning and physical. Along with their family and other support services, the team works with the child/ young person to meet their assessed needs by developing a person-centred approach at every stage of its involvement with them.

For young people with an allocated social worker from the disabilities team, approaching their 18th birthday, a social worker will be allocated from the appropriate adult team to complete a full 'Needs Assessment' and ensure that the criteria are met and make sure the right support is in place for when they turn 18. The assessment will focus on the person's needs, how they impact on their wellbeing and the outcomes they want to achieve in their day-to-day life.

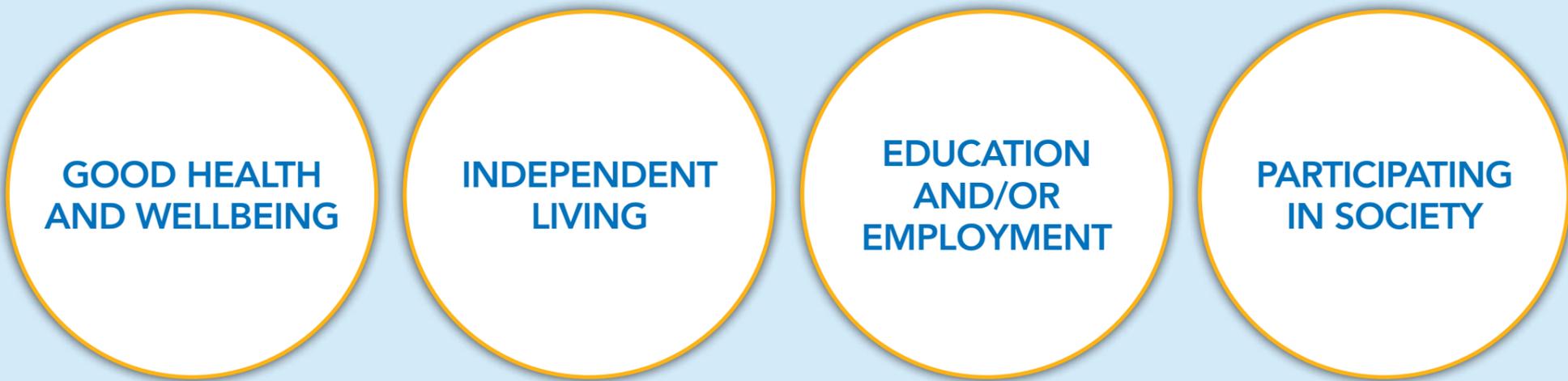
It should:

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

Consideration will be given to the person's preferences in terms of the time, date and location of their care and support needs assessment. It will be carried out face-to-face, unless the person prefers a different method of assessment. Following the assessment, if a person has eligible unmet needs, a support plan will be drawn up in partnership with them and their families/ carers or advocate. The person may be able to pay for some of their care with a personal budget and make a financial contribution towards their needs.

Priorities for Redcar & Cleveland's children with disabilities team

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



The team focuses on:

- Effective assessment and planning for children and young people from 0-18 years old who meet the eligibility criteria for support and have an education, health and care (EHC) plan
- Active involvement of young people and their families in the planning and decision-process concerning their future
- Raising aspirations for young people through a focus on key areas such as transition, employment, independent living, community participation, relationships, health and wellbeing
- Providing information and advocacy when required to ensure that young people are able to express their views and are supported to take part in decision-making
- Providing a range of short breaks which will provide enjoyable activities for our young people and give carers a break from their caring responsibilities

Mental health services

Where a young person has involvement from Child and Adolescent Mental Health Services (CAMHS) and they need continuing help with their mental health condition they will be transferred to the appropriate adult mental health team. Similar to physical needs adult mental health is determined through condition, for example depression, anxiety, personality disorder. Your CAMHS practitioner will discuss with you the right team and make this referral for you as well as support a transitions visit.

If you have a learning disability, there is a dedicated adult learning disability service. Transition to the team will be facilitated through the health facilitator as discussed above. You should also seek an annual health check from your GP practice. These are available from 14 and are key to getting access to the right health services and identify early health difficulties.

Adult social care

ADULT LEARNING DISABILITY TEAM

This team is made up of social care professionals. It provides specialist support to enable adults with learning disabilities and/or Autism aged 18+ to be healthy, independent and valued members of their community. The team works closely with Children with Disability team, Special Education Needs and Disability team and secondary health services from 16 years onwards to ensure that young people under the care of this team make a successful transition to adult services.

For more information and eligibility criteria - www.redcar-cleveland.gov.uk/resident/adult-children-health/adult-care/adult-care-services/Pages/Transition-to-Social-Care.aspx

OTHER ADULT SOCIAL CARE TEAMS

Redcar & Cleveland Council supports people aged 18 and over with other disabilities, including sensory loss.

The Transition to Social Care (www.redcar-cleveland.gov.uk)

Short Breaks for Disabled Children and their Families

Short Breaks are available for disabled children and young people aged 0 – 25 years and are intended to have positive benefits for both children and young people and their parents and carers.

Short breaks provide opportunities for disabled children and young people:

- To spend time away from their parents/carers
- The chance to develop new friendships
- To develop their independence
- To take part in new experiences and to have fun doing positive activities such as swimming, youth clubs, day trips with friends and much more.

Short breaks aim to provide parents and carers with:

- A necessary and valuable break from their caring responsibility
- A chance to rest and unwind
- To spend time with other members of the family

Short Breaks provision can range from a few hours a week to an allocated number of overnight breaks per year and anything in between.

For more information on Redcar and Cleveland's Short Breaks Offer please visit www.redcar-cleveland.gov.uk and search 'Short Breaks for Disabled Children'.

Redcar and Cleveland's Short Breaks Offer is provided under 3 categories: Universal Services, Self-Referral Clubs and Social Worker Referral Services.

Universal Services 0 – 25 years

The majority of parent/carers are able to get a short break by using free or low cost local services that are open to all. These may include: soft play areas, trampoline parks, school clubs, stay and play sessions, leisure services or uniformed groups such as Scouts/Guides.

Service providers have a duty to make reasonable adjustments and must not treat a disabled person less favourably. Some offer sessions specifically for children and young people with additional needs. However, not all universal services will be suitable for everyone. It is advisable to contact the provider to discuss your child's needs and what they can offer.

For more information on what Universal Services are available in Redcar and Cleveland please visit our SEND Local Offer webpage or contact Family Information Services on **0800 073 8800**

Self-Referral Clubs 5 years +

Our Self-referral clubs are regular clubs such as After School and Holiday Clubs and are specifically for children with disabilities. These clubs are funded by the Local Authority and are provided by our own staff and by specially selected organisations.

The clubs take place around the Borough providing children and young people with an opportunity to meet new people and try a wide range of activities such as Sports, Arts and Crafts, Swimming and Cooking. Some clubs will require families to make a small contribution to attend which will be used to fund activities and equipment.

Families can contact the groups direct without the need for a social care assessment or social worker referral. For more information email Shortbreaks@redcar-cleveland.gov.uk

Social Worker Referral Services 0 – 25 years

Sometimes a child or young person may have more significant or complex needs due to their disability and/or family circumstances and will need more specialist support. The level of support needed will be identified by a Social Worker Assessment and may include a mixture of specialist provision such as a personal assistant, respite care or group provision. These services will be commissioned specifically for the child's needs or alternatively a family may choose to take a Direct Payment to arrange the services themselves.

If you are interested in these services please contact your Social Worker. If you do not have a Social Worker but feel you require more support please ring:

- **0 - 17 years: Children's Hub 01642 130700**
- **18 - 25 years: Single Point of Access 01642 065070**

Paying for adult social care

Care and support services are not free. Most people have to pay something towards their own care and some will have to pay for all of the costs. The Council may help towards the cost of your care, but this help is means-tested. This means that the amount you have to pay will depend on the type of care and support that you need and how much you can afford to pay towards your care each week.

If you have had your needs assessed and are eligible for support from Adult Social Care, we will ask you to complete a financial assessment form. You will need to provide information about how much money you receive and pay out each week. It also asks for information about things like savings, investments and any property you might own.

Paying for Your Care and Support
(www.redcar-cleveland.gov.uk)



Independent living

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

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

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

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

As part of their transition plan, young people who are being supported by RCBC will be given advice about housing options.

They include:

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

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

Community inclusion and participation

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

Discussions should include:

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

Redcar & Cleveland Borough Council offer Independent Travel training, this is the process by which a person learns to make a trip between two places on their own and safely.

This trip can be as simple as finding their own way to the corner shop or as complicated as undertaking a multi component journey to their current or future college or workplace. The aim of travel training is to improve an individual's confidence and help them to develop skills

needed to travel independently. Young people are allocated a travel trainer who will provide practical support and accompany you whilst you travel. The aim of the practical training is to provide support, whilst allowing you to consolidate what you have learned and gain the experience and confidence needed to travel independently.

There is information on Redcar & Cleveland's Local Offer to help you support your child to participate and feel part of their community, including details about volunteering, travelling around and 'having your say.' If you receive a direct payment from the council as part of your care package, you can use it to help you get involved with your local community.

People's Information Network | Preparing for Adulthood (14-25 years)
(www.peoplesinfontet.org.uk)



Helping young people to move forward

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



Helping young people move towards adult life

Throughout the transition process:

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

Age 13 to 14

- What do I want to do in the future
- During Year 9 at school: I need to think about my goals for the future and what I need to achieve them
- Who will be able to help?
- Which services need to be involved?
- Who needs to attend review meetings or send reports
- If I have a learning disability have I booked in with my GP for an annual health check?
- Reviews and those involved will use person centered tools such as a one-page profile

Age 15

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

Age 16

- This could be my final year at school. I will have new rights at the end of year 11: I can make some decisions. What job I want? What skills do I need? How can I be independent? Do I want to stay at school or go to college?
- What support will I have when I am an adult?
- At my next review, update actions, think about referral to adult social care for assessment and indicative budget to help with my support planning

Age 16.5

- Has a referral to adult social care been made?

Age 17

- Has a continuing health care assessment been carried out?
- Involve my GP
- Have I asked my health care professional who will be involved in my care when I turn 18?
- Has my healthcare professional complete a report or letter about me for my transition?
- Are my benefits in the right name?
- What Adult providers can I visit/consider?
- Have I checked Redcar & Cleveland's Peoples Information Network (PIN)?
- Have I got an Adult Social Worker?
- What will my adult assessment include?
- Will I have a personal budget/direct payment; who will help me with this?
- What further learning do I need?
- Where do I go for signposting and support?

Age 18 – 19

- At 18 I am an adult
- I may choose a higher education or employment pathway
- I should check my benefits for entitlements
- I can choose activities and well-being for my social inclusion
- Who is supporting my decision making
- I can explore options for change to where I live and the support I have

Age 19 – 25

- I have friends
- I am independent and will continue to develop my independence
- I have good health
- I am in employment or training
- I'm realising and working towards my goals and aspirations

Where to get local independent help and support

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

SEND Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice about education, health and social care for families of children and young people with SEND up to the age of 25. The service can also offer support and advice in relation to an EHC needs assessment.

The SEND Children and Young People IAG support officer role offers confidential, impartial information, advice and support, aimed at children and young people with SEND, advising on their rights and accessing education, health and social care within a mentoring model. The role can support with EHCP reviews and works proactively and positively alongside parents/carers and the SENDIAS service.

Redcar & Cleveland Families Information Service (FIS) holds information about a wide range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, children's centres, play schemes and leisure opportunities.

www.peoplesinfonet.org.uk

Redcar & Cleveland Parent Carer Forum (PCF) Redcar and Cleveland Parent Carer Forum is a group of committed parent carers of children and young people with special educational needs and/or disabilities, who work alongside the local authority, the Clinical Commissioning Group and other service providers to improve services and outcomes for children, young people and their families, by representing the parent carer voice. For more information, please email **info@randcpcf.co.uk**

Mediation Services & Advocacy Services are both available for children and young people up to the age 25 years. For further details -

For further details - People's Information Network | Welcome to Redcar & Cleveland People's Information Network! (www.peoplesinfonet.org.uk)



REDCAR AND CLEVELAND'S LOCAL OFFER

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

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

EDUCATION, EMPLOYMENT AND TRAINING

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

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

Redcar & Cleveland Local Offer information about services that support children and young people with SEND in education settings, as well details about local schools, colleges and FE providers, local employment and training opportunities. www.peoplesinfonet.org.uk

Adult education information - offers a range of vocational courses for adults at centres across the borough. Courses for adults with learning difficulties are also available and additional learning support is provided for students with disabilities. **Adult Learning and Skills (redcar-cleveland.gov.uk)**

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

Independent Parental Special Education Advice (IPSEA) offers

independent, legally- based advice, support and training to help get the right education for children and young people with special educational needs and disabilities. www.ipsea.org.uk

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

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

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

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

HEALTH

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

Community and Adolescent Mental Health Services (CAMHS) provides support for the emotional wellbeing and mental health of children and young people. www.tewv.nhs.uk/services/redcar-community-team-for-children-and-young-people/

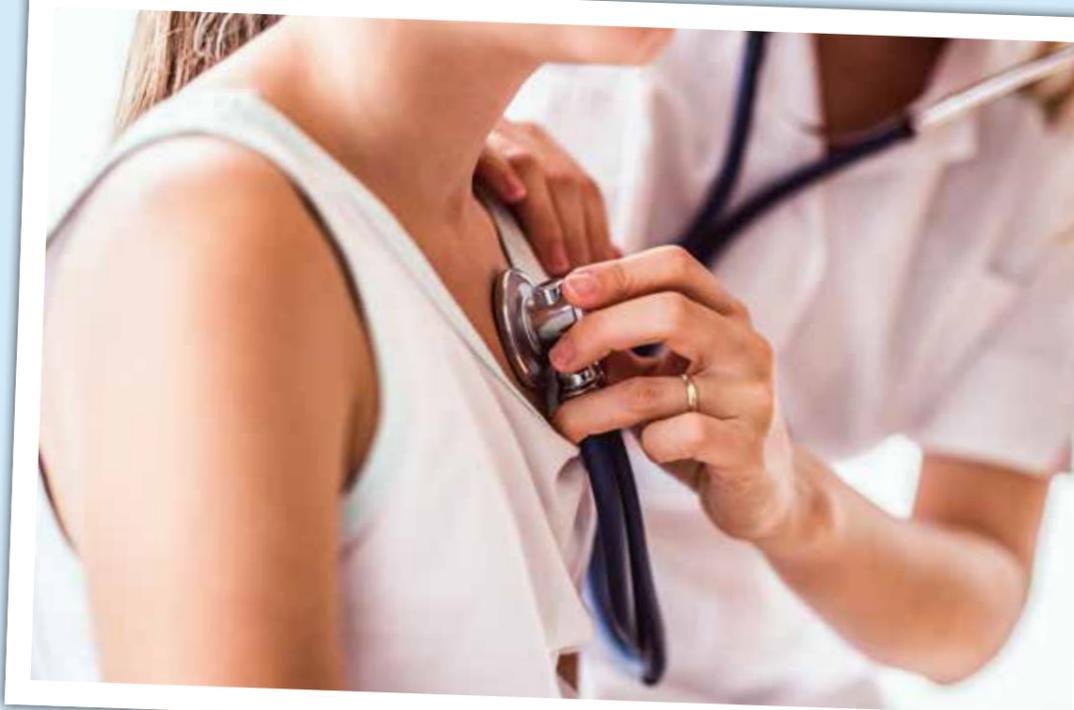
Clinical Commissioning Group (CCG) is the NHS organisation that is responsible for planning and buying health care services for Redcar residents. www.southteesccg.nhs.uk/

Redcar & Cleveland Local Offer information and advice about local mainstream health and wellbeing services and specialist support and provision for children and young people with SEND. www.peoplesinfonet.org.uk

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

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

Transitions Health Facilitator - Referrals can be made by telephone or referral form by yourself or your care co-ordinator. Tel: **01642 283700**



INDEPENDENT LIVING AND GETTING AROUND

Independent Travel training is the process by which a person learns to make a trip between two places on their own and safely. This trip can be as simple as finding their own way to the corner shop or as complicated as undertaking a multi-component journey to another town. The aim of travel training is to improve an individual's confidence and help them to develop skills needed to travel independently. During the programme, students are allocated a travel trainer who will provide practical support and accompany them whilst they travel. The aim of the practical training is to provide the student with support, allowing them to consolidate what they have learned and gain the experience and confidence needed to travel independently.

Redcar & Cleveland Local Offer has further information about independent travel training, home to school travel assistance for SEND, as well as discounted travel schemes and passes and help with parking in the borough. www.peoplesinfonet.org.uk

Redcar & Cleveland has a concessionary bus pass for people of any age with a disability; there is also The Teen Card, **Teen Card Ticket For North East Bus Travel - Arriva Bus** for discounted travel after 6pm and on holidays and weekends.

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

The Blue Badge scheme is for people with severe mobility problems and allows holders to park close to where they need to go. The badge is registered to a person and not to a vehicle. **What is the Blue Badge Scheme and who is eligible? (www.redcar-cleveland.gov.uk)**

Housing in Redcar & Cleveland information about the options that are available in Redcar & Cleveland for people who are not able to live by themselves.

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

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

www.livingmadeeasy.org.uk



MOVING ON CHECKLIST

CHECK LIST	TICK BOX	NOTES
Attend transition reviews held at young person's school from Year 9 onwards		
Visit Redcar & Cleveland's Local Offer website for information and how to get involved with the local parent carer forum		
Visit Redcar & Cleveland's Local Offer for support when the young person turns 18		
Has an annual health check been completed by the GP?		
Make sure young person has a health action plan and hospital passport if required		
Attend transition events		
Ensure you know the names and contact details of professionals involved in the transition arrangements for the young person		
Talk to your lead professional to ensure the adult social care assessment is completed before the age of 17		
Gain careers advice about prospective training		
Visit colleges and providers that the young person may be interested in attending		
Check the EHC plan is up-to-date and that the adult support plan has been agreed if eligible		
If not eligible for adult social care and the young person is not continuing education, ensure SEND or adult social care refers young person to employment pathways		
If in receipt of continuing care funding (via NHS), check for continuous health care assessment at age 17.5		
Contact Citizens Advice to check benefits entitlement		
Does young person need to consider housing options for independent living?		
Explore what support exists in the community including, local centres, libraries, churches and groups		

COMMUNITY PARTICIPATION

Redcar & Cleveland's Local Offer has details about activities, sports and things to do for children and young people with SEND. www.peoplesinfony.org.uk

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

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

RCVDA support, promote and develop volunteering and the voluntary sector in the borough of Redcar and Cleveland, in order that individuals and local groups can grow in confidence and skill and communities as a whole are sustained and enriched.

Redcar & Cleveland Voluntary Development Agency - RCVDA



TOP TIPS

Benefits Check your child is receiving all the benefits that they may be entitled to. Consider getting a benefits check at your local Benefits Agency office, Citizen Advice or Welfare Rights Service. **Welfare Rights Service** (www.redcar-cleveland.gov.uk)

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

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

Information and advice Visit websites including Redcar & Cleveland's Local Offer, Redcar & Cleveland's Families Information Service (FIS) and SENDIASS.

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

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

Network Join Redcar & Cleveland's Parent Carer Forum (PCF) to exchange information and get mutual support.

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

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

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

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

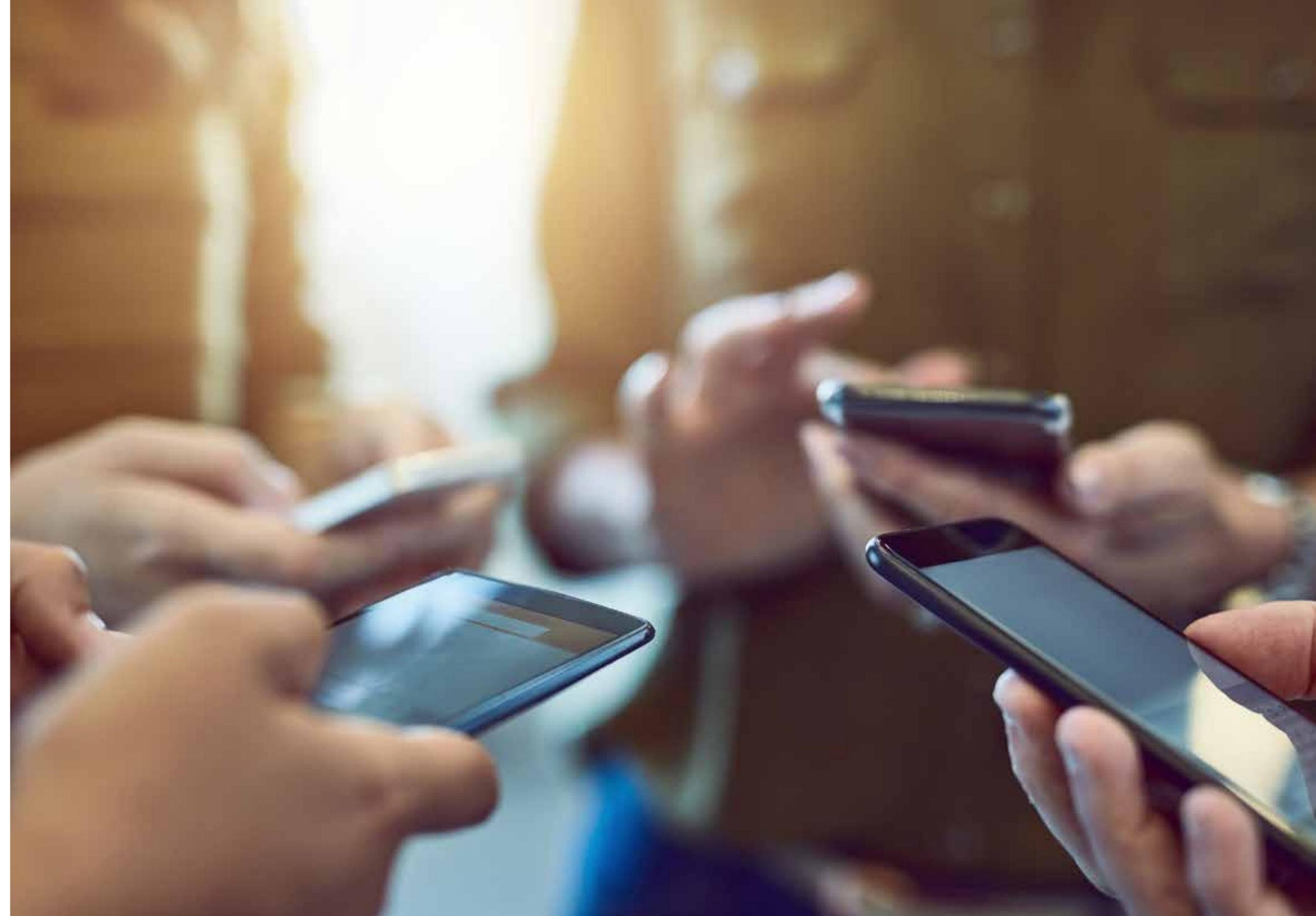
Travel Encourage independence as much as possible. Plan and practise routes.

19 - 25 options Explore options such as employment, supported internship opportunities or local apprenticeships.

USEFUL ACRONYMS

AAC	Augmentative and Alternative Communication
AAD	Adaptive, Assistive Devices
ALP	Alternative Learning Provision
ANSD	Auditory Neuropathy Spectrum Disorder
ARC	Additionally Resourced Centre
ARP	Additional Resource Provision
ASD	Autism Spectrum Disorder
AWPU	Age-weighted Pupil Unit (funding related)
BOO	Basket of Opportunities
BSL	British Sign Language
CAMHS	Child and Adolescent Mental Health Services
CLDD	Complex Learning Difficulties and Disabilities
CVI	Cerebral Visual Impairment
CYP	Child or Young Person
CSE	Child Sexual Exploitation
DAF	Disability Access Fund
dB HL	Decibels Hearing Level
DfE	Department for Education
EAL	English as an Additional Language
EHA	Early Health Assessment
EHCP	Education, Health and Care Plan
ELK-LAN	Training by Speech and Language Specialists to Education Staff
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
HI	Hearing Impairment
LA	Local Authority

LI	Language Impairment
MSI	Multi-Sensory Impairment
NatSIP	National Sensory Impairment Partnership
NPSL-BA	National Programme for Specialist Leaders of Behaviour and Attendance
NVC	Non-Verbal Communication
OT	Occupational Therapist
PECs	Picture Exchange Communication System
PHSE	Personal, Social, Health and Economic Education
QFT	Quality First Teaching
QTMSI	Qualified Teacher of the Multi-Sensory Impaired
QTVI	Qualified Teacher of Children and Young People with Vision Impairment
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SEMH	Social, Emotional and Mental Health
SENAP	Special Educational Needs Advisory Panel
SENCO	Special Education Needs Co-ordinator
SEND	Special Education Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapist
SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
SSE	Sign Supported English
TA	Teaching Assistant
TAF	Team Around the Family
ToD	Teacher of the Deaf
VI	Visual Impairment
YOS	Youth Offending Service





Redcar & Cleveland
Parent Carer Forum

"Individually we are one drop. Together we are an ocean"



Date to be reviewed
February 2022