



SUFFOLK LOCAL  
OFFER

**4TH**  
EDITION

# PREPARING FOR ADULTHOOD

A guide to transition planning from Year 9 for parents and carers of young people with Special Educational Needs and Disabilities



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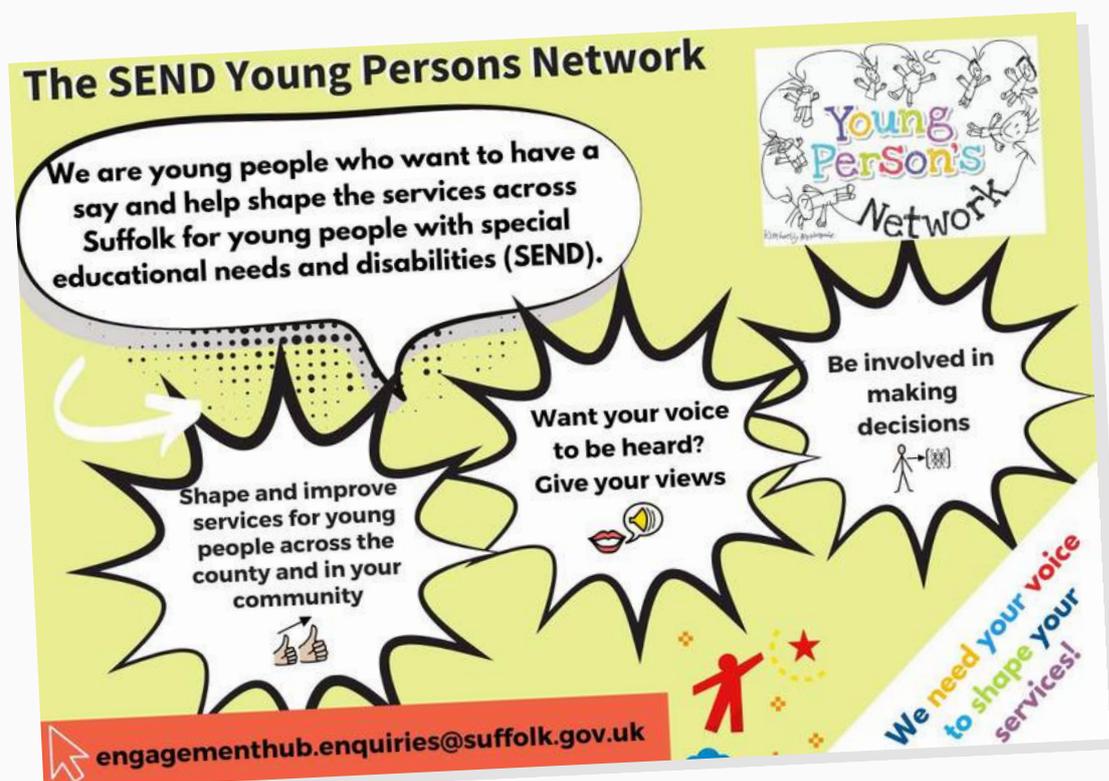


# Welcome & introduction

This guide is for parents/carers of young people on SEN support or who have an Education, Health & Care Plan (EHC plan). 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 this advice is as useful as possible.

The teenage years are a time of change and exploration as young people begin to move towards greater independence and adulthood. For children and young people with special educational needs and disabilities (SEND), starting early to prepare for this transition will build their confidence and help make this period in their lives a positive experience.

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



# Planning for the future

## Person centred planning



When beginning to think and plan for their future, your young person's needs and aspirations should be central to the process. To try and ensure that this is always the case, we ask schools to use an approach called '**person-centred planning**,' to ensure that your young person's views are listened to and that discussions are based on what they like to do, their strengths and what is important to them.

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

- What do they enjoy – either at school or at home?
- Do they have any hobbies?
- What sort of person are they? Sociable, active etc?

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 like working with their hands?
- Do they like order, details or numbers?
- Are they outgoing or do they like to keep to themselves?
- How do they like to learn?
- Do they want to stay near home or be independent?
- Do they want to discover new places and people?
- What kind of environment suits them – busy or quiet?
- Have they got any ideas about what sort of work they would like to do?

It might be helpful to involve the people who know them well, such as teachers, family and friends, club leaders, etc. You can also ask for an interview to be arranged with the school's careers adviser.



## One page profiles

The one page profile is a good example of a person-centred tool. It should be completed together with the young person and people who know them well. The tool is strengths-based, quick to read and should be kept up to date through their journey.

See [page 30](#) to print out a blank version of the one page profile, or make your own!

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 young person - including friends and family, teachers and support workers - to say some positive things about them.

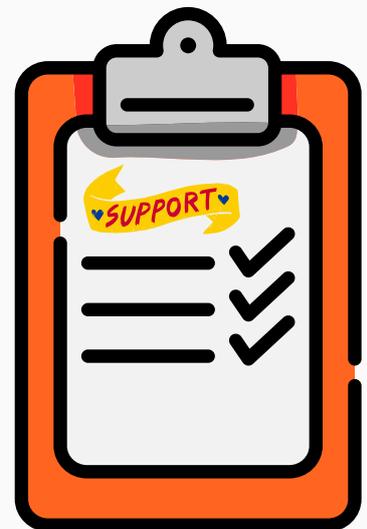


How best to support me...

This should be a list of how to support the young person and help create the best outcome for them.

It should include anything that it would be helpful for people to know or do, so that they can make their interactions with the young person as helpful as possible.

It is best to be specific, so that if support is needed quickly, someone will be able to plan the right support. It can also include what would not be helpful to the young person.



# Moving Into Adulthood / Preparing For Adulthood Plans

Transition points always mean change and it is important to be aware of this, particularly if your young person finds change difficult.

Whilst all young people need to make plans for their future, if your young person has additional needs, the Special Educational Needs Co-ordinator (SENCO) will be able to provide extra support or more time to prepare.



One example of person-centred planning is a **Moving Into Adulthood / Preparing for Adulthood Plan**.

If your young person has an EHC Plan, the planning for the future should start as part of the Year 9 Annual Review – this is sometimes referred to as a **transition review**. As well as reviewing their EHC Plan, conversations around transitions and preparing for adulthood should begin and a **Moving Into Adulthood Plan** should be created.

The Moving into Adulthood Plan / Preparing for Adulthood Plan can also be used to support children and young people without an EHC Plan. This document will be used to plan around the young person's desires, values, family situations, social circumstances and lifestyle as they move into adulthood. It supports children, young people, and their families to make informed decisions about preparing for adulthood through providing good quality information and the 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 the young person 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 important that you and your young person are involved in choosing who is involved in the preparation of their Moving into Adulthood plan. You can invite anyone you feel is important in shaping your young person's life. This can range from teachers, close friends, therapists, family members to social workers.

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 their needs and aspirations and supports them as they prepare for adulthood.

## YEAR 9

If your young person has an EHC Plan, they should have a transition review in **Year 9**. This should result in a Moving Into Adulthood plan with clear actions, which will be reviewed and updated annually.

- Many schools will start helping young people to think about the future from Year 9 onwards. There may be some subject choices that they need to make in Year 9.
- Some schools will start to have 1:1 careers interviews, talk with your school to see if this is available for your young person.

For young people with an EHC Plan:

- Your child should have a transition review in Year 9. This should result in a Moving into Adulthood / Preparing for Adulthood plan with clear actions, which will be reviewed and updated annually and support decisions about their Post 16 options and journey.
- If your young person has specific career aims, it is important to add these into the annual review so both education and employment pathways are being considered.
- If your young person is in a school, they will organise the meetings on your behalf and support you and your young person through the process. They should also provide materials in a suitable format such as Braille or large print where needed.
- If a professional, such as a health care worker or teacher, cannot attend a review meeting, they should provide you with a written report. The plan should include discussions about your child's post-16 options (such as sixth forms, colleges & other providers and employment). To ensure you and your young person get the most out of the planning, it is important 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.





If your child has an EHC plan, their Year 11 Annual Review should be held in the early part of the Autumn term. This enables you to let the Local Authority know your preferences for their next phase of education as early as possible. The Family Services team will then liaise with you and the education setting to ensure that decisions are made in good time and amend your child's EHC plan as appropriate, so that everyone can work together to support their transition.

If your child does not have an EHC plan, we recommend that you talk to colleges, sixth forms or other post 16 providers and apply as early as possible about possible support. Don't be afraid to ask how they support students with additional needs, and look around as many choices as you can to get a sense of where would suit best.

When choosing next steps there is a lot to consider such as:

- location of the education/employer
- transport
- entry requirements
- type of options/subjects
- enthusiasm for the subject
- costs of equipment
- size of the provider

When picking options try to attend open days to get a sense of the surroundings.

See if your young person can speak to a careers adviser to help sort through all the things they need to consider. Schools have a statutory duty to offer careers interviews for all learners on their role, including those that are currently unable to attend. Please talk to your child's setting about organising an interview with a qualified Careers Guidance professional.

All young people are required to stay in learning until the age of 18. However, it is important to remember that learning can take place in different settings, including school, college, training providers, employment, bespoke programmes or volunteering.

For further information on post 16 pathways, see [pages 9](#) through [14](#).

If your young person is not in a school setting, contact one of the following email addresses to find out how to organise an annual review for them.

**North Suffolk:** [SENDLW@suffolk.gov.uk](mailto:SENDLW@suffolk.gov.uk)

**West Suffolk:** [SENDWS@suffolk.gov.uk](mailto:SENDWS@suffolk.gov.uk)

**South Suffolk:** [SENDSS@suffolk.gov.uk](mailto:SENDSS@suffolk.gov.uk)



# Education and training

## Overview of post-16 providers and available options

All young people are required to stay in learning until the age of 18. However, it is important to remember that learning can take place in different settings, including school, college, bespoke programmes or even volunteering.

### Sixth form, further education, and independent training providers

Many students will attend mainstream courses, some with extra support. These post-16 providers offer a wide range of vocational and academic courses for students at all levels, and all provide support for students with additional needs. You can start talking as early as year 10 with your preferred post-16 provider—they will be able to confirm what additional support may be available.

### FOUNDATION COURSES

Many foundation courses are specifically designed for young people with SEND. They aim to increase confidence and develop practical/work-related skills. Some courses focus on developing independent living skills, others on developing skills leading to employment, often focusing on a specific area that the student has shown an interest in.

### Vocational courses

This qualification trains for a specific trade or industry such as hairdressing, plastering or animal studies. There are lots of different courses to choose from and generally you will only study one subject on an in-depth level. There are many different levels of vocational course from Entry Levels to Level 7. Due to this, the length of the courses will vary, though when thinking of Levels 1, 2 or 3, these will normally last 1 to 2 years. Vocational courses are typically more practical, with continuous and/or coursework-based assessment. You can study vocational courses with a range of providers and entry requirements vary.

### A Levels

Advanced level qualifications (A Levels) are level 3 qualifications that can lead to university, further study, training, or work. Students will normally study three or more subjects, taking two years to complete. They are typically assessed by examinations. To get onto A Levels students will generally need five GCSEs at grade 4+, with a grade 5+ in the specific subjects they want to take. These requirements vary between subjects and providers, so it is best to check individually. Students generally take A Levels at sixth form or sixth form college.



## T Levels

Introduced in 2020, Technical level qualifications (T Levels) are Level 3 qualifications and are equivalent to three A Levels. T Levels take 2 years to complete and are suited to students who know what occupation they want to move into. T Levels offer practical and academic elements with a 45-day industry placement. They have been developed with employers to make sure the content meets the needs of their industry and prepares students for entry into skilled employment, an apprenticeship or related further education. T Levels can help you to progress to university, but not all universities are accepting them, so make sure to check with your preferred universities as to whether or not they are accepting T Levels. The list of T Level subjects and providers offering them is growing so its best to check locally for the offers.

## Working post-16

### Apprenticeships (age 16+)

'Earn as you learn' apprenticeships combine on-the-job learning with a working environment, allowing young people to experience the workplace and develop their employment skills.

Apprentices will receive on and off the job training and will work towards skills for their relevant job role. They allow the young person to gain job-specific skills, work alongside experienced staff, earn a wage whilst still gaining a recognised qualification.

Apprenticeships are offered at various levels, Intermediate (2), Advanced (3), Higher (4) and Foundation, Bachelor's or Master's degree (5-7) and can take from 1-5 years to complete depending on the level studied. An apprenticeship is an employed position, so the young person will need to apply through a recruitment process and be successful at interview. On-the-job training is provided by a manager/mentor, with off-the-job training, at least 20% of normal working hours, provided by a training organisation who will visit the workplace - apprentices may also need to attend college/training provider premises for some of the time. Supported apprenticeships are available and support needs should be discussed with both the employer and the training provider to make sure needs can be met.

Visit [Apprenticeships Suffolk](#) for more information.



## Supported Internships

Supported internships are personalised study programmes specifically for young people aged 16-24 with an EHCP, designed to enable young people with learning difficulties and/or disabilities to develop the skills they require for workplace. Supported internships offer a combination of time spent learning and time in the workplace. Students have access to a Job Coach who will support them in the workplace and work alongside the tutor whilst students are in college. The aim of these internships is to build skills and confidence to allow the young person to move into the world of work once the internship has ended.

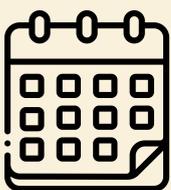


## Personalised Post-16 Programmes

Even with effective support, some young people with the most complex needs may find it difficult to progress straight into a mainstream post-16 learning environment. For these young people, a personalised programme may be a stepping stone to this. 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 student's EHC Plan.

Personalised programmes are offered for a limited period of time (usually no more than a year) with the aims of supporting the young person to make progression into their identified long-term goals. Use discussions about this at your young person's next annual review.

Your young person's EHC plan is only maintained beyond the age of 18 if they want to remain in education or training that is level 3 or lower.



College courses offer a minimum of 16 hours a week of learning, which may be split over a varying number of days each week. In the other days, you may wish to encourage your young person to explore different activities or do taster sessions etc, to find out what they enjoy and are good at. This will help prepare them for life after college, with choosing further pathways and with getting to know other young people.

Depending on their needs, a young person with an EHC plan may be offered a full package of provision and support across education, health and care that covers five days a week.



## Education options at 19+



### Adult Education

At 19, all people (with or without SEND) have access to short part-time training courses through the Adult Education Budget, to develop their basic skills and prepare for work. Depending on your circumstances, you may need to make a financial contribution towards the course fees. Visit [www.learnsuffolk.org](http://www.learnsuffolk.org) to find out more about Adult Education.



### Higher Education (HE) & Disability/Wellbeing Support

Young people with a Level 3 qualification and the desire and capability to study further can choose from a wide range of higher apprenticeships and Level 4 and above courses. From the age of 21, you can also access courses to help you apply and prepare for university. These are for people who have not yet achieved Level 3 qualifications or do not have UCAS points needed for university.

The EHC plan does not continue into HE but make sure the provider knows of any adjustments to make the course accessible. Discuss adjustments with the disability and welfare team at the place they plan to study.

Studying at level 4 or higher is considered a positive outcome from an EHC plan, and a pathway to finding a good job, and would therefore be ceased at this time. There are separate systems in place to support disabled young people in higher education (HE), including Disabled Students' Allowances (DSAs). These are non-repayable grants that assist with the additional costs incurred by disabled students. They apply to those studying HE in an FE environment. DSAs fund a range of support, including assistance with the cost of:

- specialist equipment
- travel
- non-medical helpers (for example sign language interpreters)

For more information see the [DSA finance guide](#).

Students with a disability or SEND can access a range of financial and personal support to help them achieve in their studies.

**[Search for the contact details of disability advisers at colleges and universities in the UK on the Disabled Student Allowance hub website.](#)**



# Post 16 Pathways and Options

Use this table to understand options that are available Post 16 depending on levels achieved in Year 11.



THIS IS A GUIDE. YOU MUST CHECK WITH EACH INDIVIDUAL PROVIDER AS ENTRY REQUIREMENTS AND NUMBER OF SUBJECTS TAKEN WILL DIFFER

Didn't take GCSEs or achieved grades below **2** ?

- 2+
- 2+
- 3+
- 3+
- 3+
- 3+

Exact requirements vary according to the subject

Whilst there are no specific grades needed, apprenticeships are competitive, and requirements vary according to employer, training provider & level.

There is an expectation that learners will achieve Functional Skills Maths and English at level 2 before the end of the course, so may need to evidence capability of this

- 4+
- 4+
- 4+
- 4+
- 4+
- 4+
- 4+
- 4+

Specific relevant GCSEs may be required for certain subjects

Specific relevant GCSEs may be required for certain subjects.

- 4+
- 4+
- 4+
- 4+
- 4+

Exact requirements vary according to the subject

There is an expectation on all full-time courses that young people up to the age of 19 continue to study Maths and English until they have achieved either functional skills level 2 or GCSE at grade 4 or above

ENTRY LEVEL 1, 2 & 3

LEVEL 1

LEVEL 2

LEVEL 2

LEVEL 3

LEVEL 3

LEVEL 3

LEVEL 3

SHORT PROGRESSION COURSES

FOUNDATION / LIFE SKILLS COURSES

VOCATIONAL COURSES

APPRENTICESHIPS

A LEVELS

T LEVELS

VOCATIONAL COURSES

1 SUBJECT

1 SUBJECT

APPLY FOR VACANCIES

3 OR 4 SUBJECTS

1 SUBJECT

1 TO 3 SUBJECTS



# Course levels ladder

Providers often use abbreviations and/or qualification names when discussing which levels students are working at and which level course they may be suitable for. This table acts as a means of translation between levels and associated courses. Every student will work at their own pace and level. It is important when looking at next steps to discuss and understand where your young person is currently working to support with picking the right courses.

<b>COLLEGE, SIXTH FORM, AND TRAINING PROVIDER ROUTES</b>	<b>LEVEL</b>	<b>APPRENTICESHIP AND WORK-BASED ROUTES</b>
Focused on learner's experience and awareness of basic independence skills. Functional English & Maths skills.	Pre-Entry (PE)	
Help with developing some basic independence skills. Functional English and Maths skills.	Entry 1 (E1)	Pre-employment programmes/ Supported internship (if has EHCP and is nearly ready for work)
Developing basic independence plus basic English and Maths skills.	Entry 2 (E2)	Pre-employment programmes/ Supported internship (if has EHCP and is nearly ready for work)
Continuing to work on independence and functional English and Maths.	Entry 3 (E3)	Pre-employment programmes/ Supported internship (if has EHCP and is nearly ready for work)
GCSE grades 1 to 3, L1 essential skills, L1 functional skills, L1 vocational courses such as NVQs, music grades 1 to 3	Level 1 (L1)	Pre-employment programmes/ Supported internship (if has EHCP and is nearly ready for work)
GCSE grades 4 to 9, L2 functional skills, L2 vocational courses, music grades 4 and 5	Level 2 (L2)	Intermediate level apprenticeships/ supported internship (if has EHCP and is nearly ready for work)
A Levels, T Level, L3 vocational courses, music grades 6 to 8, International Baccalaureate Diploma	Level 3 (L3)	Advanced level apprenticeships
Higher Nations Certifications (HNCs), Higher National Diplomas (HNDs), Higher Education Access courses, Foundation degrees, bachelor degrees, master degrees, post graduate certification diplomas, PHDs	Level 4 (L4) and higher (up to L8)	Higher level apprenticeships, degree apprenticeships, masters and PHB Apprenticeships





# Preparing for work

Employment helps people of all abilities to be independent and feel part of their community.

Work is often an important factor in building someone's confidence, and most young people with learning difficulties or disabilities are capable of working and want to be employed. For young people with SEND, getting experience of work to develop their skills is very important; it can also help an employer to recognise the skills that the young person can bring to their organisation. We outline some of the routes that young people with SEND might take to prepare themselves for the world of work.

## Meeting employers

Schools and post 16 providers have a duty to ensure all young people have opportunities to meet with employers during their time in education. This could be an employer coming to the school or college to talk to students about their job, helping with a project, giving students opportunities for a mock interview or mentoring a student. Some schools hold careers fairs, where students get the chance to talk to employers.

## Work experience

Work experience may be offered to young people during their time in education separately or as part of a course. There are also now opportunities to take part in virtual work experiences, with many organisations offering these online experiences to young people for free. Opportunities, virtual or in person, still need to be applied for as there are limited spaces. Some education providers will help find spaces for young people, whereas others may expect a young person to find one themselves.



## Volunteering

Volunteering can also help young people develop skills that will help them in future employment. There are formal programmes such as the Duke of Edinburgh Award or National Citizen Service that some schools, colleges, providers or clubs may be involved in. Encouragement to take part in voluntary work, outside of studies, can support an understanding of the world of work, as well as their likes and dislikes for employment in the future.

## Apprenticeships

Apprenticeships are available for people of all ages up to Level 6 and 7 (equivalent to a full bachelor's/master's degree). This pathway provides substantial training and skill development skills. Find out more about apprenticeships on [page 10](#) or on [the GOV.UK website](#).

## Internships

Normally an extended period, from 3 weeks to 12 months, where a young person gains experience with an employer. Often placements are targeted over traditional summer holiday times, but not always and can be paid or unpaid. These are a great way to gain in depth work experience before getting a permanent job. Internships are often aimed at those doing degrees, but there are now more opportunities from age 16.

## Supported Internships

Supported internships are for young people aged 16-24 with an EHCP, designed to enable young people with learning difficulties and/or disabilities to develop the skills they require for workplace. Find out more about supported internships on [page 11](#).

## Employment with training / Job Coaches

If your young person feels confident enough to start work, you might like to encourage them to look for a job that has training and/or job coaching, to help them adjust to the world of work. You can also [contact the disability employment advisers at Jobcentre Plus](#) to find out what other employment-related support they offer. Like Supported Internships, a Job Coach will support in the workplace to make sure the young person understands tasks, responsibilities, time keeping etc. Job Coaches can be paid for through Access to Work and the local DWP should be able to advise on this.



## Part time work

Part time work for a young person can be an invaluable way to build confidence, understanding and responsibility as well as experience to put on applications and CVs. Young people are allowed to work from the age of 13, this work can be informal such as babysitting or cutting the grass for family members through to working for an employer. There are various laws and regulations around child employment, which you can learn about on [the Suffolk County Council website](#).

## Supported Employment

This is a model for supporting adults with disabilities to secure and retain paid employment. There are eligibility criteria which, if met, mean the service is likely to be free. You may also be able to use a Personal Budget issued to your young person to pay for this. The service is often a paid opportunity that is classed as employment rather than training. These placements are usually long term with support always on hand in the workplace.

## Access to Work

Access to Work can help if you have a physical or mental health condition or disability. Through Access to Work, you can apply for:

- a grant to help pay for practical support at work
- support with managing your mental health at work
- money to pay for support at job interviews

[Visit GOV.UK for easy read guides explaining Access to Work and how to apply.](#)

### Vocational profiles

A vocational profile is a person-centred approach to finding out what a young person wants to do and provides an opportunity to understand what a person is interested in and to explore why.



It can be used from school year 8 or 9 as part of the school curriculum. It could also be used by a job coach within a supported employment organisation.

Learn more about vocational profiles on the [National Development Team for Inclusion \(NDTi\) website](#).



## Health



### Transition planning in health services

For young people 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 will be made around which services will suit them best.

#### **When will my child's health team change?**

Most young people move on to adult health services between 16 and 18. Sometimes young people move from a children’s health service to an adolescent service at 13 or 14 instead of moving straight to an adult service. Your child’s health practitioner will talk this through with you and discuss the best time to make this move.

Transition from young person health services to adult health services will mean that your young person may start seeing a different team. They will be given 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 young person get ready for transition?**

Your GP or another healthcare professional involved with your young person 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 young person rather than with you as their parent/carer, although you will still be encouraged to attend appointments with them if necessary.

If they are 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. This is a legally binding process. [You can read more about becoming a deputy here.](#)





## How can my GP help us prepare for adulthood?

Your child's doctor or GP should be involved in the transition planning process. They may become the liaison person between your young person and any therapies or other treatment going forwards. Where a young person has continuing needs and an adult service exists, your health practitioner can refer them on directly. However, they should keep your GP informed.

## Questions you may like to discuss with your healthcare team

- What is the plan for my 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 healthcare?
- How will their condition affect their future education and employment?



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

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



## Other Health Resources



### Learning disability annual health checks

If you are aged 14 and over and have a learning disability, you can ask your doctor for a free Annual Health Check.



Every parent or carer of a young person aged 14-25 with a learning disability is encouraged to support them to make an appointment for this yearly check at their local GP surgery. Visit the Local Offer website Health section or watch these helpful videos on the JustOneNorfolk website to find out more. Your young person can bring someone with them to their annual health check.

### Ready Steady Go

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

Find out more about Ready Steady Go



If your young person has multiple complex health issues, your health practitioner may talk to you about some additional resources that could be helpful, such as:

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



Find more health resources at [www.easyhealth.org.uk](http://www.easyhealth.org.uk)



# Social Care



Young people who are leaving care can receive additional support up to the age of 25, depending on needs. If you are a young person preparing to leave care, your allocated worker should discuss the support available with you. [Find out more about Suffolk's local offer for care leavers here.](#)

From the age of 16, young people with SEND who are already receiving support from Children's Social Care will be considered by their Children's Social Care team as to whether they will need a referral to Adult Social Care. The referral will be made by Children's Social Care to Adult Social Care at the right time for the young person before their 18th birthday.

School SENCOs have a duty to inform young people, particularly those with autism, of their right to a community care assessment and their parents of a right to a carer's assessment. Where a young person has an EHC plan, this should be built into their moving into adulthood plan / preparing for adulthood plan.

You can self-refer to Adult Social Care if you do not have a Children's Social Care worker, ideally referring around the age of 17. Adult Social Care can assess and prepare prior to a young person's 18th birthday but cannot meet needs or provide direct support, this is still the responsibility of Children's Social Care teams. You can self-refer on the [adult care portal on the Suffolk County Council website](#).

After the referral is received:

- Adult Social Care will make contact with you to discuss the current situation and next steps.
- Advice, information, digital care, short term support and an eligibility assessment will all be considered by Adult Social Care to consider what support is required as the young person enters adulthood.
- If the young person is eligible long term care and support and funding via a Personal Budget may be provided to help meet the young person's aspirations and needs.

You can look at what else is available in your local community to find resources for when the young person is 18 [here](#).



## Deputyship

Anyone over the age of 16 is entitled to make their own decisions unless assessed otherwise as per the Mental Capacity Act 2005. Most young people with SEND will be able to make all their own decisions, some may only be able to make certain decisions, while others may not be able to make any significant decisions by themselves. A person's ability to make these decisions can change throughout their life and it's important that all people are given an opportunity to make their own decisions if they can.

If someone is unable to make their own decisions, you can apply for deputyship. You can only do this if the person in question 'lacks mental capacity.' A person can lack mental capacity due to a number of factors, including the following:

- They have suffered a serious brain injury or are comatose
- They have a learning disability that significantly impacts their communication or ability to understand

While you are someone's deputy, you're authorised by the Court of Protection to make certain decisions on their behalf. The Court decides what kind of decisions you can make and what the person is capable of doing themselves.

There are two types of deputy and you can apply to become one or both:

**Personal welfare deputy:** Making decisions about daily routines, such as washing, dressing, medical care and moving into care.

**Property and financial affairs deputy:** Managing bank or building society accounts, paying bills, collecting benefits or selling properties.



# Leisure activities and short breaks

Becoming an adult is an exciting time where many young people 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.

## STOP

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

## THINK

**What's important?**  
Leisure 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.



Activities Unlimited provides short breaks and leisure activities for children and young people with SEND aged 0-25 in Suffolk, including sport, music, art, drama, gaming and outdoor activities. They also provide Short Break Personal Budgets each financial year for eligible young people up to the age of 18. [Find out more about short breaks on the Activities Unlimited website.](#)

If you feel that your young person should be eligible for short break support from Adult Social Care, you should request an assessment under the Care Act 2014 by calling Customer First on 0808 800 4005.

### 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.

[Apply for a CEA card at www.ceacard.co.uk.](http://www.ceacard.co.uk)



# Money matters

When a young person turns 16, they can claim benefits in their own right. 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.

When a young person turns 16, it's important that they get advice on what benefits they may be entitled to. If your young person is eligible for a service from Adult Social Care, following an assessment they may be offered a personal budget.

Note that if your young person benefits, this may impact the benefits you may receive as their parent/carer.

## 16-19 Bursary Fund

If you are aged between 16 and 19 you may be able to get a bursary to help with education related costs such as clothing, books and equipment and transport.

You could get a bursary worth up to £1,200 depending on your circumstances. There are two types of 16-19 bursary: a bursary for students in vulnerable groups and a discretionary bursary. You should ask your education or training provider about both.

For example, you may get a 16-19 bursary if you are getting Disability Living Allowance (DLA), Personal Independence Payment (PIP) or Universal Credit. If you are in care or recently left or have an Education, Health and Care Plan (EHCP) you could be eligible for a bursary.

Contact your school, college or training provider or student services to apply.

Universal Credit can help you with your living costs if you're on low income or out of work. [Visit GOV.UK for a step by step guide on how to claim.](#)



## Support for carers

Carers may be eligible for benefits in their own right. This can be a complicated area so it's always worth getting advice from Citizens Advice.

Carers could also be eligible for help with Council Tax, reduction in water rates, utility bills and other costs including insurance renewals and lifestyle activities such as the gym, the cinema, days out, travel and free legal advice. To find out more, visit [www.carers.org](http://www.carers.org) or [www.suffolkfamilycarers.org](http://www.suffolkfamilycarers.org).

## Personal Independence Payment (PIP)

Personal Independence Payment (PIP) can help with extra living costs if you have both:

- a long-term physical or mental health condition or disability
- difficulty doing certain everyday tasks or getting around because of your condition

PIP is not means tested so you can apply for it even if you're working, have savings or are getting most other benefits.

You can find out more about eligibility and apply on the [GOV.UK website](https://www.gov.uk). Get advice and support to help you make a claim for PIP from a local Citizens Advice or Disability Advice Service. You are more likely to be successful with your claim if you do.

## Budgeting

Recording when and where you spend or earn/receive money is good practice for budgeting. You could consider encouraging or helping your young person to record payments and earnings in a notebook or spreadsheet, ensuring to note both how much money they spent/earned and the new total in their bank account(s).

Additionally, make sure to help them keep on top of their subscriptions and direct debits. Nobody wants to be paying for something they don't use!

For more budgeting tips, [visit Scope](#).



# Independent advice and support

## **SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service**

SENDIASS provides support to young people with SEND aged 0-25 and their parents, about education, health and Social Care. They provide legally based, impartial, confidential, accessible and free information and advice. They also offer workshops for parents/carers and practitioners, online and printed information, a confidential helpline and direct face-to-face work.

Contact [enquiries@suffolksendiass.co.uk](mailto:enquiries@suffolksendiass.co.uk) for more info.

## **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, help you to find information to make informed decisions and take control of your life.

In Suffolk, POhWER, in partnership with ACE Anglia, Suffolk Family Carers, and Suffolk User Forum, provide advocacy for young people. Visit the [POhWER website](#) for more information.

## **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.

## **Sensing Change**

Sensing Change is a practice that provides a range of services including social work, rehabilitation, support and communication to people with sight and/or hearing loss throughout Suffolk and beyond.

### **Nimbus Access Cards**

The Access Card translates disabilities/impairments into symbols that highlight the barriers young people face. The card informs providers quickly and discreetly about the support young people need and may gain access to things like concessionary ticket prices and complex reasonable adjustments.

For more information, [visit the Nimbus Disability website](#).



# Travel and transport

## Home-to-education transport

When a student moves into post-16 education, Suffolk County Council (SCC) offers post-16 Travel to school sixth forms and colleges for eligible students. However, there is a charge for using this service.

Therefore, we would urge parents/carers and post-16 students to explore all the travel options available when considering post-16 pathways and to find the most cost-effective travel options available to plan their journey for the beginning of September.

SCC funded post-16 travel is not generally available, this includes students with an Education Health and Care Plan (Education, Health and Care plan), however, subsidised travel will be provided to their nearest suitable school sixth form or post-16 centre where they meet the criteria of the post-16 policy.

Find out more on the [SuffolkOnBoard website](#).

## Local bus/rail services and the Disabled Person's Railcard

Local bus or rail services in the area operate to many schools, colleges and sixth form centres. Most bus or rail operators offer discounted tickets for students, with weekly, monthly, termly and annual tickets often available. If you're eligible, you can get up to a third off rail tickets by applying for a [Disabled Person's Railcard](#).

The [SuffolkOnBoard journey planner](#) can be used to check if any applicable local services operate to your chosen post-16 establishment. You can also able to find links to local bus and rail operators websites to check fares and eligibility on [the SuffolkOnBoard website](#).



## Travel Training – a step towards independence

Travel Training teaches young people and adults with special educational needs, disabilities or learning 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 expert team of travel trainers train students and adults on a one-to-one basis. A trainer will create a training plan for the trainee that meets their individual needs as every trainee will learn at a different pace. This will take into account all suitable routes for the trainee's destination.

If you are unsure whether or not travel training is right for your young person, you can submit a request and a travel trainer will arrange a home visit to talk through the process with you.

Read more about travel training on [the SuffolkOnBoard website](#).





## What is the Local Offer?

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



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

The website holds details about education, health and care services, as well as leisure activities and support groups – all in one place.

The information available on the website describes the support available to families, and all children and young people with SEND.

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.



# Useful information

[16-19 Bursary Fund](#)

[Access to work](#)

[Activities Unlimited](#)

[Adult Social Care](#)

[Advocacy](#)

[Annual Health Checks](#)

[Apprenticeships Suffolk](#)

[Apprenticeships UK](#)

[Association of National Specialist Colleges](#)

[Base UK - Supported Employment](#)

[Benefits](#)

[Blind in Business](#)

[Care Act 2014 - legislation](#)

[Care and support assessment](#)

[Carers Trust](#)

[CEA card \(cinema card\)](#)

[Child benefits](#)

[Customer First](#)

[Disability Rights UK](#)

[Duke of Edinburgh Award](#)

[Helen Sanderson Associates](#)

[Icanbea](#)

[Learn Suffolk](#)

[Mencap](#)

[Mental Capacity Act](#)

[National Autistic Society](#)

[National Careers Service](#)

[National Citizenship Service](#)

[Nation Deaf Children's Society](#)

[Personal Independence Payment](#)

[Preparing for Adulthood](#)

[Scope](#)

[SEND Family Services](#)

[Sensing Change](#)

[Suffolk Children in Care](#)

[Suffolk Hearing Advisory Service](#)

[Suffolk Local Offer](#)

[Suffolk Parent Carer Forum](#)

[Suffolk SENDIASS](#)

[Suffolk Sight](#)

[The Source Suffolk](#)



# My One Page Profile

Name: \_\_\_\_\_ Date: \_\_\_\_\_

