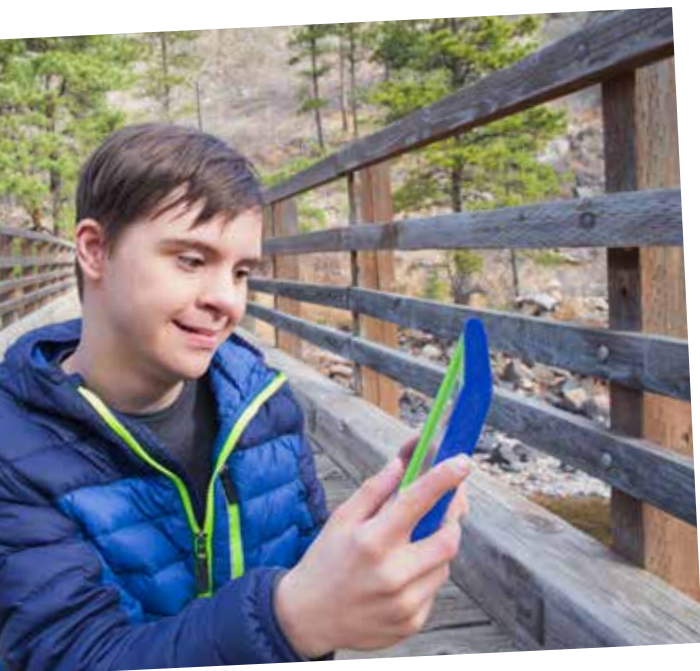


# Preparing for Adulthood Pathway Guide 2019





## Introduction

Adulthood is a time of significant change for young people especially when they have life long disabilities. There are many decisions and choices for a young person, their families and carers to make about the future related to daily life. This can be complicated as support from education, health and social care may change from the age of 18.

Not everyone receiving children's social services will be eligible for Adult social care services, where the eligibility criteria is different. This is why planning and preparation for adulthood needs to start early to ensure the focus is on achieving outcomes with the right support for young people.

The Children's Act 2014 extend the Council's responsibilities for education of children with special educational needs and disability (SEND) up to the age of 25 and requires partners to work together to provide a joint Education, Health and Care (EHC) plan where relevant for the young person. In addition to this, the Care Leavers reform extends the Council's corporate parental responsibility to Care Leavers to the age of 25. This is a group of young people that are at risk of mental health and social care needs in the long term if early support is not managed well.

This guide is for young people aged 14-25 with SEND who are preparing for adulthood, also known as transitions. The guide is also for their parents and carers and professionals working with them. It sets out how services should work together to support young people with special educational needs, disabilities, learning difficulties and mental health to prepare for adult life. This guide includes the following:

- Pathway map
- Pathway guide age 14-25
- Check list for moving on
- Useful information and contacts A-Z

This document is also useful for young people with health and care needs that do not have an Education, Health and Care plan.



## Young people preparing to make their own decisions

The Special Educational Needs and Disability (SEND) Code of Practice 2015 states local authorities and others should normally engage directly with the young person when they turn 16, rather than their parents. However, the young person's family and parents should continue to be involved in discussions about the young person's future. The young person may also ask them to help in other ways such as attending meetings, filling in forms or receiving correspondence on their behalf. This is particularly important for 16 and 17 year olds, for whom parents will retain parental responsibility until they reach the age of 18.

After the age of 16, young people have the right to make requests and decisions under the Children and Families Act 2014. These include the right to:

- Request an assessment for an Education, Health and Care (EHC) plan;
- make representation about what is included in their plan;
- request an education setting to be named in their plan;
- request a Personal Budget as part of their EHC plan;
- appeal to the First-tier Tribunal (SEND) if they are not happy with their plan.

The parents and family members of young people can continue to support them to make decisions or act on their behalf if this is what the young person wants.

The local authority, schools, colleges, health services and other agencies should continue to involve parents until the young person is 18 years old, although the final decision lies with the young person.

### The local authority has a number of legal responsibilities including:

- Ensuring information, advice and support is available directly to young people; independent of their parents if that is what they want
- Ensuring reviews of EHC plans for young people from age 13- 14 onwards, include a focus on preparing for adulthood
- Ensuring young people have access to support from an independent skilled provider if they want or need this
- Ensuring services provided by the local authority such as Adult social care and housing helps young people prepare for adulthood
- Ensuring an Adult social care transition assessment for young people with SEND or disabilities if the authority thinks the young person will benefit from this.

## The Mental Capacity Act 2005

The Mental Capacity Act (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. Assessing mental capacity involves a two-stage functional test. The principles of the MCA is that those that lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests.

If a young person lacks capacity to make decisions, their parents or carers can apply for a Court of Protection to make decisions on financial and welfare matters after they reach 18.

The Court of Protection is responsible for:

- deciding whether a person has the mental capacity to make a particular decision for themselves
- appointing deputies to make decisions for people

who lack mental capacity

- giving someone permission to make one-off decisions on behalf of a person who lacks mental capacity
- making decisions about a lasting power of attorney or enduring power of attorney
- making a decision about applications to make statutory wills or gifts
- making decisions about when someone can be deprived of their liberty under the Mental Capacity Act.

More information about Court of Protection is available at [www.gov.uk/courts-tribunals/court-of-protection](http://www.gov.uk/courts-tribunals/court-of-protection)

## Careers advice for children and young people

Schools and colleges should provide students with independent careers advice and raise the career aspirations of their students with special educational needs and disabilities to widen their ambitions for employment. They should offer opportunities for taster sessions, work experience, mentoring, inspiring speakers/ role models to help young people to make informed decisions about their future aspirations.

## Preparing for Adulthood reviews

EHC Plans should be used to actively monitor children and young people's progress towards their outcomes and future ambitions. The plans must be reviewed every 12 months.

**The Year 9 EHC plan review and every subsequent annual review must focus on preparing for adulthood.**

### **This should include support in the following areas:**

- To find suitable post-16 pathways that lead to outcomes for employment or higher education; training opportunities;
- to find a job and help to understand benefits;
- to prepare for independent living, including exploring decisions young people want to make for themselves discussing:
- where they want to live in the future and the support they will need;
- local housing options and support to find accommodation;
- housing benefits and money matters;
- eligibility for social care.
- to maintain good health and wellbeing in adulthood;
- to plan continuing health services from children's to adult's services and helping young people understand which health professional may work with them as adults; ensuring those professional understand the young person's needs. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities;
- travel support to enable independence;
- to participate and maintain relationships in the community – including support on activities in the community.

Reviews should be person-centred, consider what is working, what is not working well and what is important to the young person and what is important for the young person as they progress towards adult life.

## **Post 16 education**

Young people aged 16-19 that continue education (who have an EHC plan, those aged over 19 and up to age 25) should have a clear study plan that enables them to

achieve the best possible outcomes in adult life.

Schools and colleges should ensure courses enable progression to a qualification or work placement that is meaningful to the student without repeating learning already completed.

Vocational work placements should ensure activities prepares the young person for healthy, independent living that supports building relationships and engagement in the community.

Where a young person has an EHC plan it may be possible to consider funding packages of support across education health and social care that covers five days each week and includes extra-curricular activities. The support package may be in a range of community settings.

## **Funding additional support in further education colleges**

Some young people with SEND have their needs met from the college's core funding. If the cost of an individual's support is over and above the core funding additional funding (known as Top-up) can be paid by the local authority where the student lives to enable them to participate in learning. This is part of the High Needs Funding system.

High Needs Funding is for:

- Pupils or students aged 5 to 18 with an EHC plan or SEN support with severe or complex needs, on the school roll and in full time attendance.
- Those aged 19 to 25 in general Further Education institutions and Specialist Post-16 Institutions (SPIs) who have an EHC plan and require additional support costing over £6,000
- High Needs Funding cannot be used to fund

students aged over 19 who do not have an EHC plan.

- The Skills Funding Agency is responsible for funding adult learning, this includes learning for those aged 19 and over with learning difficulties and/or disabilities who do not have an EHC plan.

## **Ceasing an EHC plan**

A local authority can cease to maintain an EHC plan if it determines that it is no longer necessary for the plan to be maintained if:

- the young person has taken up paid employment (excluding apprenticeships);
- the young person has started higher education (university);
- a young person aged 18 or over has left education and no longer wishes to engage in further learning;
- the young person has turned 25;
- the child or young person has moved to a different local authority;
- the young person has met their outcomes as specified in their plan.

The local authority will do this by issuing a "cease to maintain notice" in writing to the parent or young person, stating the reasons why, after consulting with the young person/ their parents and head teacher of their school or college.

The young person can appeal if they disagree with the Local Authority's decision.

## Independence and Housing options

Schools and family members should support young people to acquire independent living skills such as travel training, basic cookery skills, personal care and money management. Moving away from home is a huge step and should be thought through carefully. For more information see the Housing options section on page 22.

## Employment and training

Young people not eligible for Adult social care services who do not wish to continue education after the age of 18, have some options to pursue employment or training.

My AFK and Haringtons are local providers that support young people with learning difficulties to find employment.

Central London Works is an employability programme designed for people with disabilities and health conditions to gain sustainable employment. Referrals is via job centre plus or via the council. Participants will be assigned a dedicated caseworker who will support with all areas of employability including financial better off calculations, CV's, applications, interview support, motivation & confidence. Working alongside our caseworkers, participants can attend Health Educator Workshops on topics such as good sleep, nutrition, stress managements, pilates and many more wellbeing sessions. Their health team can support participants to get one to one support from a health professional, in addition to working with their caseworker.

Young people may wish to consider an Apprenticeship or Supported Internship and this should be discussed with their college who can provide more information about availability

Haringey Adult Learning can support people with a range of skills to enable them to be more independent.

See the Information page at the end for more details and useful websites.

## Making friends and building relationships

It is important that young people maintain friendships after school ends. Local community centres, libraries, youth clubs, churches, galleries, café's and schools offer a range of daytime and evening events and activities to help make new friends. These range from dance classes, music, singing as well as Scouts, Guides, art and pottery. Information is publicised on noticeboards and the internet.

Information at the end of this booklet will help you find something of interest.

## Transitioning from children's health services to adult health services

Health pathways vary depending on the needs of the young person who may require a range of professionals from across community and hospital settings to ensure appropriate support is in place. A community provider such as the Haringey Learning Disabilities Partnership may work alongside primary care services (GPs) to support people with learning disabilities to access appropriate health care services.

Young people who already receive Continuing Care funding will be assessed by the children's clinical team and if appropriate, a referral will be made to the adult nurse assessors to determine eligibility for adult Continuing Healthcare funding at the age of 17.5.

A continuing healthcare assessment is also available to young people with complex medical needs if an initial checklist completed by nurse assessors demonstrates potential eligibility. If eligible for Continuing Health Care, a Personal Health Budget and Care Plan will be developed by the NHS at the age of 18 and over.

Adult Social Care services may continue to support carers as a duty under Care Act 2014, and would retain responsibility for safeguarding.



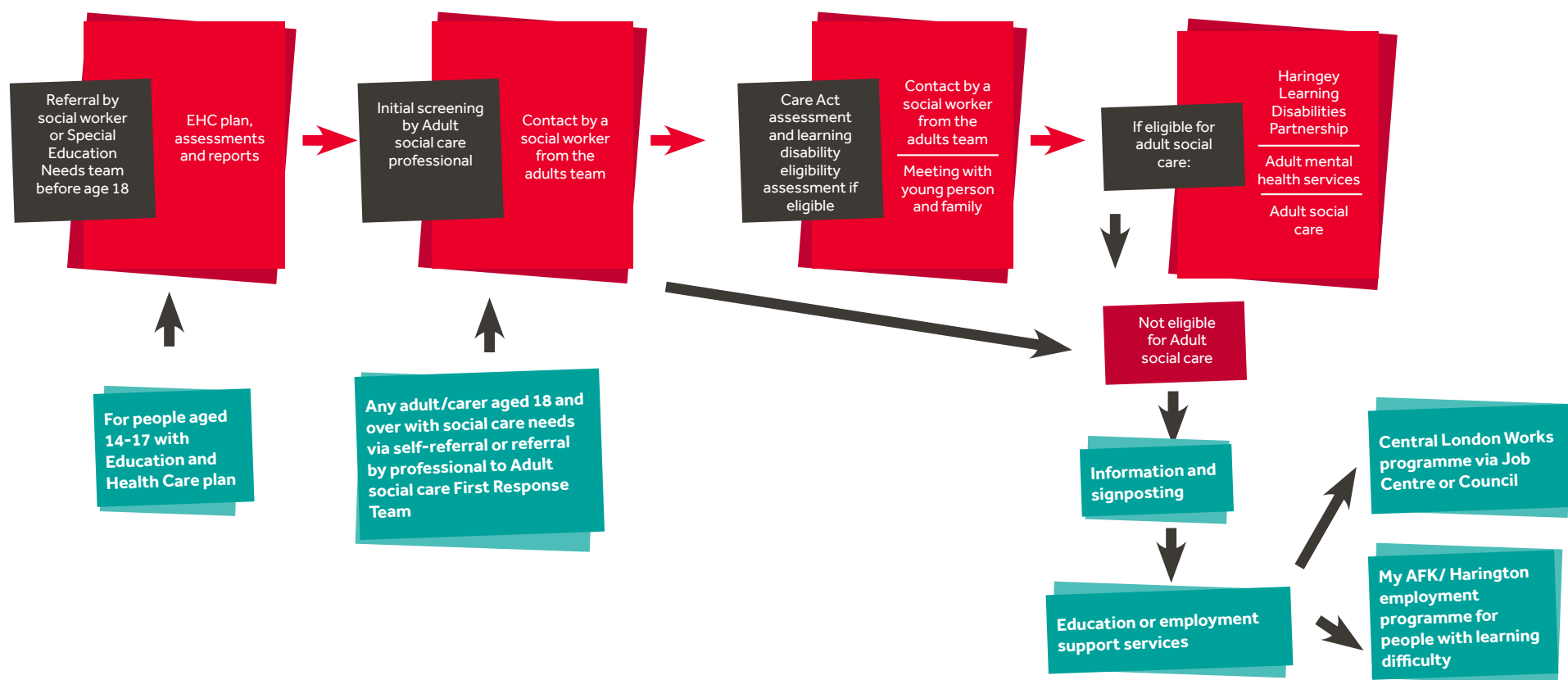
## Transitioning to adult services

The local authority has a duty under the Care Act 2014 to carry out a transition assessment for a young person or carer if they are likely to have needs once they (or the child they care for) turn 18.

If a young person or young carer is likely to have needs when they turn 18, the local authority must assess them when it considers there is a significant benefit to the person. This may lead to services to support the person or carer or signposting to services in the community so the young person/ carer can remain as independent as possible.

If a young person does not meet Adult social care eligibility, then there may be support in the community to enable them to maximise their independence (see the information section on page 18).

### PROCESS FOR ADULT SOCIAL CARE ASSESSMENT



# Preparing for Adulthood Pathway: Helping young people move towards adult life

## Age 13 to 14

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

## Age 15

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

## Age 16

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

## Age 17

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

## Age 17.5

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

## Throughout the Transition process

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

## Age 19-25

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

## Age 18-19

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





Education and Health Care (EHC) Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>Preparing for Adulthood Review coordinated by the school</p> <p>EHC Plan reviewed and new outcomes recorded</p> <p>Review of support in school for those with additional needs but no EHC Plan.</p> <p>Parents &amp; young person fact-find about post 16 provision, referring to Local Offer</p> <p>Adult social care services work with Children's services to review young people who may be eligible for care services as an adult (e.g. complex needs)</p> <p>School to send review notes to SEN Service</p>	<p>Think about young person's friendship group, closest friend(s) and other key people in their network (circle of support)</p> <p>Support young person to develop and keep friendships – identify how the curriculum can help</p> <p>Family has information about support they can access (see useful resources)</p> <p>Think about any out of school activities the young person does or would like to access</p> <p>Think about the time that the young person spends away from home/family that will support building friendships</p>	<p>Begin to plan how resources/ services will be accessed in adult life e.g. equipment, therapies, specialist support, prescriptions, dentist, optician, diet &amp; exercise, sexual health etc</p> <p>People with learning disabilities are entitled to an Annual Health Check from age 14 - ask at GP surgery about an Annual Health Check (see useful resources)</p> <p>Health Transition lead to be identified if needed</p>	<p>Start talking about the skills needed for independence in the future</p> <p>Work with the school to think about curriculum opportunities that might be appropriate to develop young people's skills around independence i.e. travel training, money/ budgeting, domestic skills</p> <p>Ensure young people and family know how to access information about range of potential housing</p>	<p>Start discussing with school interests, favourite subjects, emerging aspirations about work in the future etc</p> <p>Agree who will help young person to develop a Career Plan and/or Vocational Profile</p> <p>Work with school to identify how the curriculum will provide opportunities to explore the world of work and gain work experience</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> <li>➔ Special Educational Needs (SEN) service</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> <li>➔ Social care is involved</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School nurse</li> <li>➔ GP</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School/Lead professional</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> </ul>

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

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN).

### Who Is Lead Professional:

- ➔ If a child has an allocated social worker or early help family support worker then they are always the lead professional
- ➔ If a child is life limited or highly complex medical needs then the lead professional would be the school nurse or specialist health visitor
- ➔ If a child has an EHCP and the above do not apply, the lead professional is the SEN officer
- ➔ If a child has none of the above and no EHCP then the lead professional is the SENCO at nursery, school or college

## Age 14-15: Year 10

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>Y10 Annual Review.</p> <p>EHC Plan reviewed and outcomes updated</p> <p>Review of support in school for those with additional needs but no EHC Plan</p> <p>Parents &amp; young person visit post 16 options</p> <p>If likely to have a change of environment post-16 e.g. move from school to college, consider what might be needed for a smooth transition</p> <p>Adult social care referral for transition to be considered - timeliness for assessment taken into consideration</p>	<p>Begin to discuss what is important to the young person about friends/social life in the future and how this might be achieved</p> <p>How often is young person going out with friends? Is this enough? Is more advice or support needed?</p> <p>Is the family accessing any information, is there support they may need</p>	<p>Ensure health professionals (e.g. Practice Nurse and Community Nurse) share information</p> <p>Think about Personal Health Budgets, if eligible</p> <p>Annual Health Check via GP if eligible &amp; GP surgery is participating in the scheme</p> <p>Identify any informal carers</p> <p>Consider carers assessment</p>	<p>Ensure skills for travelling as independently as possible are being practised, thinking about what young people might need for the future i.e. accessing college, the community and employment</p> <p>Ensure that young people and families are accessing information about potential housing options</p>	<p>Start discussions with the school about 'what I can offer', 'what I like doing', 'what support I need'</p> <p>Identify who will support young person to access work experience or work</p> <p>Agree how young person will access information about supported employment/apprenticeships</p> <p>Update Career Plan and/or Vocational Profile</p> <p>Identify aims, goals and outcomes for the future i.e. post-16 learning options, increasing independence skills, meeting ongoing care and support needs</p> <p>Agree actions required to work toward agreed outcomes, plan visits to taster sessions with, post-16 providers and/or invite to review meeting</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School to convene team meeting</li> <li>➔ SEN service</li> <li>➔ Transition staff</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> <li>➔ Social care is involved</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School Nurse</li> <li>➔ GP</li> <li>➔ CAMHS</li> <li>➔ Social care</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School/Lead professional</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> </ul>

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

Year 10 review is the beginning of the process for choosing post 16 options. Ideally a preference will be identified in Year 10 and if a move from existing school is planned, providers can be consulted and provision / support can start to be discussed.

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN).

## Age 15-16: Year 11

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>EHC Plan reviewed.</p> <p>Review of support in school for those with additional needs but no EHC Plan</p> <p>Young person decides on preferred post 16 option</p> <p>Health &amp; Social Care may continue transition planning</p> <p>If moving on from school, post 16 placement confirmed by 31st March if an EHC Plan is in place</p> <p>Multi-agency panel involved if request is for a specialist placement at college</p> <p>Plan move if going to new environment</p> <p>Consider whether all appropriate professionals/ organisations are involved (including advocacy)</p> <p>Consider need to include/ inform GP</p> <p>Future education: Think about practicality of distance, travel routes hours and days of course as well as motivation, interest and personal development</p>	<p>Think about how to maintain friendships after school ends</p> <p>Support young person to plan how to keep in touch with others and vice versa</p> <p>Can/does young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres?</p> <p>Is family accessing any information or support they may need</p> <p>Young people and families understand if they are eligible for short breaks post-18 and what is available</p> <p>RESPONSIBILITY: School</p>	<p>Young person should be enabled to give their views and will be of a legal age to consent to medical treatment</p> <p>Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility</p> <p>Ensure young person/family knows how their health needs will be met.</p> <p>Annual health check via GP if eligible</p> <p>Consider Continuing Health Care assessment/ needs (Adults) - complete and submit Continuing Healthcare Checklist and Nursing Assessment (just prior to age 17)</p> <p>Gather information to inform Decision Support Tool and Identify and involve any key adult professionals required for post-18yrs: appropriate planned introductions and handover</p> <p>Consider need to include/inform GP</p>	<p>Think about the link between Career Plans and housing options to ensure people think about where they might live when thinking about jobs</p> <p>Ensure young person is travelling independently where possible</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Think about time spent away from home and how this could help to develop independence</p> <p>Families and young person has information on the range of housing options available</p> <p>Benefits and money: First benefits check to be arranged at 15.5 years. This is critical to ensure that the family income is maximised</p> <p>Children's services may need to apply for National Insurance number if the child/young person is in the care of the authority</p>	<p>Review work experience undertaken and/or plan further opportunities</p> <p>Continue discussions about future plans and explore a range of options</p> <p>Where a young person is unable to travel independently, consider assistance available</p> <p>Explore how any Personal Budget or Direct Payment might be used to support employment aspirations</p> <p>Explore any other funding that might be available to support young people to find and secure employment</p>

<p>Identify any informal carers involved (including young carers) – undertake/review Carers Assessment as required</p> <p>Identify and involve key adult professionals required for when the young person becomes 18 years and over and invite to Annual Review meeting</p> <p>Identify any adaptations or equipment used that requires review or maintenance post-18 years and confirm arrangements for maintenance contracts</p> <p>Identify any adaptations required and implications of this within transition</p> <p>Consider if any siblings are young carers and should have Care Act assessment</p>	<p>Prompt Annual Health Check for young people with Learning Disabilities</p> <p>NOTE - If young person is educated out of area, start thinking about accessing Haringey health services on their return</p>			
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School to convene and invite members of Multi-Disciplinary Team</li> <li>➔ SEN service</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Adult Social Care Lead</li> <li>➔ Health lead</li> <li>➔ Lead professional</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School Nurse</li> <li>➔ GP</li> <li>➔ CAMHS</li> <li>➔ Social care</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School/Lead professional</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> </ul>

A young person may leave school after Y11, but by law should participate in learning until the age of 18, which could include:

- ➔ full-time education (e.g. at a school or college)
- ➔ an apprenticeship or traineeship
- ➔ part-time education or training combined with one of the following:
  - ➔ employment or self-employment for 20 hours or more a week
  - ➔ volunteering for 20 hours or more a week

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc.

## Age 16-17: Year 12

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>Consider how annual review can be joined up with any other reviews</p> <p>Parents and young person discuss potential post 19 options with school and key worker and plan visits</p> <p>Adult Assessment:</p> <p>Information for assessment of needs and outcomes</p> <p>Consider any specialist adult assessment required before 18yrs to support</p> <p>Identify any equipment used that requires review or maintenance etc.</p> <p>Provide information about personal budgets</p> <p>Gather information about current care packages</p> <p>Consider appropriate funding streams</p> <p>Consider community services</p> <p>Referral to Brokerage</p> <p>Identify informal carers involved (including young carers) – undertake/ review</p> <p>Carers Assessment as appropriate and consider transitional arrangements</p>	<p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life?</p> <p>Is the young person able to:</p> <ul style="list-style-type: none"> <li>➔ access local services?</li> <li>➔ travel/get out when they choose, either on their own, with friends or with support?</li> <li>➔ use a telephone, mobile, email, social networking, public transport, learning to drive etc?</li> </ul> <p>If not, explore possible solutions</p>	<p>Ensure young person/family are in control of financial support for keeping healthy</p> <p>Relevant professionals work together and share information/ understand how to communicate with the young person</p> <p>Annual Health Check via GP if eligible</p> <p>If educated out of area plans to be made for accessing Haringey health services on their return</p> <p>Identify post- 18 support available and pathways for accessing these.</p> <p>Continuing Health Care (Adults) Assessment – consider whether this is appropriate and agree who is best placed to complete Nursing Assessment and CHC Checklist</p> <p>CHC Checklist to be completed by 17.5yrs.</p> <p>Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the Preparing for Adulthood Pathway</p>	<p>Young person and family have information on the range of housing options available</p> <p>Young person/family seek benefits advice</p> <p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p>	<p>Ensure Career Plan / Vocational Profile continues to be updated</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in</p> <p>Where a young person is unable to travel independently, consider assistance available</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> <li>➔ SEN service</li> <li>➔ Transition staff</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Social care</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ GP</li> <li>➔ Transition lead</li> <li>➔ Social care</li> <li>➔ School nurse</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School/Lead professional</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> </ul>

## Age 17-18: Year 13

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>Mental Capacity Act: ensure young person has support to make informed decisions.</p> <p>Prepare young person for adulthood at 18</p> <p>Person-centred Annual Review meeting to identify actions/ support to enable preparation for adulthood:</p> <ul style="list-style-type: none"> <li>➔ Consider the content of any future study programmes and how it will enable outcomes to be achieved.</li> <li>➔ Consider professionals to be involved in meetings.</li> <li>➔ Agree Lead Professional – who will monitor delivery of actions agreed</li> </ul> <p>Adult social care:</p> <ul style="list-style-type: none"> <li>➔ Confirm eligibility.</li> <li>➔ Finalise Assessment of Needs and Outcomes and advise of Indicative Budget</li> <li>➔ Create Care and Support Plan with Young Person.</li> </ul>	<p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/ or social life?</p> <p>Is the young person able to:</p> <ul style="list-style-type: none"> <li>➔ access local services?</li> <li>➔ travel/get out when they choose, either on their own, with friends or with support?</li> <li>➔ use a telephone, mobile, email, social networking, public transport, learning to drive etc?</li> </ul> <p>If not, explore possible solutions</p>	<p>Continuing Healthcare (Adults) - if triggered against the Checklist, Decision Support Tool to be completed. Confirm eligibility for Continuing Healthcare.</p> <p>Agree and initiate handover arrangements agreed for Specialist Adult Health Services</p> <p>Support handover of therapy services with Young Person, where criteria is met and service identified</p> <p>Liaise with GP/Community Nursing Teams</p> <p>Consider need to include/inform GP</p>	<p>Young person and family have information on the range of housing options available</p> <p>Young person/family seek benefits advice</p> <p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Finances: Second Benefits check at age 17.5 to be arranged if leaving education at 18 or circumstances have changed. This is critical to ensure that the family income is maximised</p> <p>Consider how Young Person's money will be managed (e.g. deputyship/ appointeeship)</p>	<p>Ensure Career Plan / Vocational Profile continues to be updated</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in</p> <p>Where a young person is unable to travel independently, consider assistance available</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Education provider to invite/ host multi-disciplinary team</li> <li>➔ Adult social care</li> <li>➔ Lead Professional</li> <li>➔ Continuing Health Care/ Health</li> <li>➔ Transition lead</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ College</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Social care</li> <li>➔ GP</li> <li>➔ CCG</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Lead professional / ASC</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ School</li> </ul>

## Age 18-19: Year 14

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>Person-centred Annual Review meeting to identify actions/ support preparing for adulthood</p> <p>Consider whether all appropriate professionals/ organisations are involved</p> <p>Consider follow-up review or support required from Children's Services</p> <p>Agree Lead Professional, who will monitor delivery of actions agreed</p> <p>Review aims/outcomes, action plans, agree actions.</p> <p>Agree information sharing protocols/ joint assessments or support plans, regularity of review.</p> <p>Identify key Transition points in journey – consider actions for transitions</p> <p>Consider Adult social care</p> <p>Implement agreed support plan and funding arrangements before 18</p>	<p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life?</p> <p>Is the young person able to:</p> <ul style="list-style-type: none"> <li>➔ access local services?</li> <li>➔ travel/get out when they choose, either on their own, with friends or with support?</li> <li>➔ use a telephone, mobile, email, social networking, public transport, learning to drive etc?</li> </ul> <p>If not, explore possible solutions</p> <p>Transition to adult respite services if eligible</p>	<p>Health Lead invited to attend annual review meetings</p> <p>Share reports/information with other health professionals with consent from person.</p>	<p>Young person and family have information on the range of housing options available</p> <p>Young person/family seek benefits advice</p> <p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Finances:</p> <p>Ensure arrangements in place for managing the Young Person's money</p> <p>Benefits check required just prior to 19yrs (if Young Person did not leave education at 18yrs). This is critical to ensure that the family income is maximised</p>	<p>Ensure Career Plan / Vocational Profile continues to be updated</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in</p> <p>Where a young person is unable to travel independently, consider assistance available</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Education provider to host</li> <li>➔ multi-disciplinary meeting</li> <li>➔ ASC /Lead Professional</li> <li>➔ Continuing Health Care/ Health / Transition lead</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ College if in education setting</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Health Transition Lead</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Adult social care</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ College</li> <li>➔ Career support advisor i.e. My AFK, Access to Work</li> </ul>

EHC Plan and needs Assessment Process	Friends, Relationships and My Community	Good Health	Developing Independence	Preparing for and Finding Employment
<p>The EHC Plan will cease where young person moves on to Higher Education, paid work, volunteering or social care services (without education)</p> <p>If EHC plan continues an Annual Review needs to be updated by college staff for college setting and by Provider for training programme or supported apprenticeship/ traineeships</p> <p>Job applications, work experience, or further study are planned as required by young person</p> <p>Where a young person has an EHC Plan and leaves education but then decides they wish to return (and are still under 25yrs), the local authority will consider whether the previous EHC Plan should be revived and reviewed. It is possible however that a young person will have to go through the full EHC needs assessment</p>	<p>Ensure the young person's social group is being maintained make sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Check if there is any additional advice or support required to develop or maintain friendships</p> <p>Continue to review the young person is developing skills to access local services, focusing on travel and communication</p> <p>Ensure family has information about support they can access including Carer's Assessment to review needs</p>	<p>Ensure that the young person/ family are in control of any financial support for keeping healthy</p> <p>Annual Health Check via GP if eligible &amp; GP surgery is participating in the scheme</p> <p>Ensure that young person knows how to keep healthy</p> <p>Ensure relevant professionals are in contact with each other and share information (with relevant consents) and understand how best to communicate with the young person</p> <p>NB - If young person is educated out of area, think about accessing Haringey health services on their return</p>	<p>Ensure young person and family has information on the range of housing options available</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Ensure young person/family have received benefits advice</p>	<p>Ensure Career Plan / Vocational Profile continues to be updated</p> <p>Plan to spend progressively more time in job/further education young person is interested in</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work based learning, learning at college, paid work, self-employment, higher education</p> <p>Consider support required for young person to access services via Job Centre Plus e.g. Disability Employment Advisor and Access to Work</p>
<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Education provider to host</li> <li>➔ multi-disciplinary meeting</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ College if still in education setting</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Health Transition Lead</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ Adult social care</li> </ul>	<p>RESPONSIBILITY:</p> <ul style="list-style-type: none"> <li>➔ College</li> <li>➔ Career support advisor i.e. My AFK, Access to Work</li> </ul>



### **Beyond the age of 19 years:**

- Families, young people and involved professionals will consider whether special educational provision provided through an EHC plan will be necessary to enable the young person to progress towards agreed outcomes.
- Young people with EHC plans may take longer to achieve their outcomes, however, this does not mean there is automatic entitlement to continued support at age 19 and therefore the EHCP may not remain in place up until 25 years if the young person's outcomes have been met.
- Consider whether remaining in education would enable the young person to progress and achieve and whether the young person wants to remain in learning. Young people who no longer need to remain in formal learning or training will not require special educational provision to be made for them through an EHC plan.
- Person-centred Annual Review meeting to identify actions/support to enable preparation for adulthood.
- Consider whether all appropriate professionals/organisations are involved (including Advocate).
- Agree Lead professional: Lead professional monitors delivery of actions agreed.
- Review aims/outcomes, review existing action plans, agree further actions.
- Identify ongoing professionals involved and agree information sharing protocols/joint assessments or support plans, regularity of review.
- Identify other key transition points in the young person's journey – consider actions required to make these transitions as smooth as possible.
- Consider whether Preparing for adulthood pathway still applicable.
- Ensure the young person receives clear information about support they can receive, including information about seeking employment, continuing study in adult or higher education, and support for health and social care when their plan ceases.
- Develop exit plan for when EHC plan ceases.

## Useful information and contacts A-Z

Provider	Description	Website
Adult social care	Health, wellbeing and care and support information	<a href="https://www.haringey.gov.uk/social-care-and-health">https://www.haringey.gov.uk/social-care-and-health</a>
Advocacy	Advocacy services in Haringey	<a href="https://www.haringey.gov.uk/social-care-and-health/accessing-services/advocacy-services-haringey">https://www.haringey.gov.uk/social-care-and-health/accessing-services/advocacy-services-haringey</a>
Care Act 2014	Social Care Institute for Excellence – information on transition for children to adult care and support	<a href="http://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/">http://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/</a> <a href="http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted">http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted</a>
Carers First	Provides carers support to Haringey residents who provide care for others who, due to disability, long term illness (mental or physical) or frailty, are unable to cope on their own.	<a href="https://www.carersfirst.org.uk/haringey">https://www.carersfirst.org.uk/haringey</a>
Citizens Advice	Offers practical, up-to-date information and advice on a wide range of topics, including; debt, benefits, housing, legal, discrimination, employment, immigration, consumer and other problems.	<a href="https://www.citizensadvice.org.uk/local/haringey/">https://www.citizensadvice.org.uk/local/haringey/</a>
Financial support and benefit advice	Further links to a range of support services around financial matters including benefit advice.	<a href="https://www.haringey.gov.uk/council-tax-and-benefits">https://www.haringey.gov.uk/council-tax-and-benefits</a>
Funding of students aged 16-25 with SEND	A guide with information on the way the Education & Skills Funding Agency (ESFA) and, in some cases, local authorities will calculate and allocate funding to institutions who provide education to young people with SEND.	<a href="https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Funding%20of%20Students%2016-25%20PfA.pdf">https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Funding%20of%20Students%2016-25%20PfA.pdf</a>
Haringey Involve	Haringey Involve are a parent participation Forum. You can contribute by making a difference to the services for children and young people with disabilities in Haringey	<a href="https://www.haringeyinvolve.com/">https://www.haringeyinvolve.com/</a>
Haringey Mencap	Haringey Mencap exists to promote, represent and campaign for the rights and interests of people with learning disabilities	<a href="https://www.facebook.com/Haringey676/">https://www.facebook.com/Haringey676/</a>
Haringey Wellbeing Network	Access to emotional and wellbeing services for people aged 16 years and over with mental health needs. Referral is via SEN services or Care Leavers service, GP or Adult social care.	<a href="http://www.mindinharingey.org.uk/haringey-wellbeing-network.asp#.W5t17JlLcs">http://www.mindinharingey.org.uk/haringey-wellbeing-network.asp#.W5t17JlLcs</a>
Local Offer	The Haringey Local Offer; information for children and young people with SEND and their families.	<a href="https://www.haringey.gov.uk/children-and-families/local-offer">https://www.haringey.gov.uk/children-and-families/local-offer</a>
Mental Capacity	Under Part 3 of the Children and Families Act 2014, the right to make requests and decisions applies directly to disabled young people and those with SEN over compulsory school age	<a href="https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-mental-capacity-act-2005-and-supported-decision-making.htm">https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-mental-capacity-act-2005-and-supported-decision-making.htm</a>
Markfield	Advice and support during transition, help with disability related benefits (Disability Living Allowance, Personal Independence Payment, blue badge, freedom pass) and general information	<a href="https://markfield.org.uk/">https://markfield.org.uk/</a>

Provider	Description	Website
Preparing for adulthood	Has a wide variety of resources available for parents/carers, young people and professionals.	<a href="http://www.preparingforadulthood.org.uk">www.preparingforadulthood.org.uk</a>
SENDIASS	SEND Information, Advice and Support Service for parents/carers of children with Special Educational Needs. The Markfield Centre provides this service for Haringey	<a href="https://markfield.org.uk/haringeys-send-information-advice-support-service/">https://markfield.org.uk/haringeys-send-information-advice-support-service/</a>
SOS SEN	Offers a free, friendly, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs and Disability (SEND).	<a href="https://www.sossen.org.uk/">https://www.sossen.org.uk/</a>
Support in Higher Education including the Disabled Student Allowance	Higher Education (HE) students with a disability living in England can apply for a Disabled Students' Allowance (DSA) – disabilities can include long-term health conditions, mental health conditions and specific learning difficulty, eg dyslexia.	<a href="http://www.nidirect.gov.uk/disability-support-in-higher-education">http://www.nidirect.gov.uk/disability-support-in-higher-education</a>
Vibrance	Supporting people with disabilities to have a greater voice in their community, providing a wide range of high-quality, innovative social care and support services.	<a href="http://www.vibrance.org.uk/">http://www.vibrance.org.uk/</a>

### Further Education providers

Area 51 Education	An independent specialist college based in Wood Green.	<a href="https://www.area51ed.org.uk/">https://www.area51ed.org.uk/</a>
16-19 Bursary Fund	<p>You could get a bursary to help with education-related costs if you're 16-19yrs and:</p> <ul style="list-style-type: none"> <li>studying at school or college (not university) in England</li> <li>on a training course, including unpaid apprenticeships</li> </ul> <p>You can spend the money on things like:</p> <ul style="list-style-type: none"> <li>clothing, books and other equipment for your course</li> <li>transport and lunch on days you study</li> </ul>	<a href="https://www.gov.uk/1619-bursary-fund/overview">https://www.gov.uk/1619-bursary-fund/overview</a>
Capel Manor College	Courses, Traineeships and Apprenticeships in animal care, horticulture, countryside/ environment studies and arboriculture, for young people.	<a href="https://www.capel.ac.uk/">https://www.capel.ac.uk/</a>

Provider	Description	Website
College of Haringey, Enfield and North East London	Mainstream local college	<a href="https://www.conel.ac.uk/">https://www.conel.ac.uk/</a>
Haringey 6 Form	An inclusive learning College that is accessible to suit the needs for people with mobility disabilities and can provide extra support such as a signer at interviews including on-site specialist college places for people with EHCP's.	<a href="https://www.haringey6.ac.uk/study-with-us/student-services/disability-and-learning-support/">https://www.haringey6.ac.uk/study-with-us/student-services/disability-and-learning-support/</a>
Riverside school and The Grove	Secondary special school in Wood Green with a small sixth form	<a href="https://www.riverside.haringey.sch.uk/">https://www.riverside.haringey.sch.uk/</a>
University & College hardship funds	University and college hardship funds and Student support grants may be available depending on income. All enquiries should be made directly to the university or college.	<a href="https://www.gov.uk/extra-money-pay-university/university-and-college-hardship-funds">https://www.gov.uk/extra-money-pay-university/university-and-college-hardship-funds</a>
<b>Friends, Relationships and My Community</b>		
Bus and Tram discount card	If you receive Income Support, Employment and Support Allowance or Jobseeker's Allowance, you may be eligible for a Bus & Tram Discount photo card.	<a href="http://www.tfl.gov.uk/fares-and-payments/adult-discounts-and-concessions/bus-and-tram-discount?intcmp=1751">http://www.tfl.gov.uk/fares-and-payments/adult-discounts-and-concessions/bus-and-tram-discount?intcmp=1751</a>
Dial-a-ride	London Dial-a-Ride is a door to door multi-occupancy transport service for people with disabilities who cannot use public transport. It can be used for all sorts of journeys such as shopping, visits to friends, appointments, and going out at night.	<a href="http://www.tfl.gov.uk/modes/dial-a-ride/?cid=dialaride">http://www.tfl.gov.uk/modes/dial-a-ride/?cid=dialaride</a>
Disabled Person's Freedom Pass	The travel pass for disabled people allows free travel across London and free bus journeys nationally.	<a href="http://www.freedompass.org/disabled-persons-freedom-pass">http://www.freedompass.org/disabled-persons-freedom-pass</a>
Disabled Person's Rail card	If you have a disability that makes travelling by train difficult you might qualify for the Disabled Persons Rail Card.	<a href="http://www.disabledpersons-railcard.co.uk/">http://www.disabledpersons-railcard.co.uk/</a>
London Travel Watch (LTW)	London Travel Watch is the independent, statutory watchdog for transport users in and around London.	<a href="http://www.londontravelwatch.org.uk/home/">http://www.londontravelwatch.org.uk/home/</a>
Markfield	Day and evening sessions for adults with learning disabilities	<a href="https://markfield.org.uk/">https://markfield.org.uk/</a>
Short breaks	Short breaks and respite information	<a href="https://www.haringey.gov.uk/children-and-families/local-offer/support/short-breaks-and-respite">https://www.haringey.gov.uk/children-and-families/local-offer/support/short-breaks-and-respite</a>
Taxi Card Scheme	Taxi Card is a scheme that provides subsidised transport for people who have serious mobility impairment and difficulty in using public transport. Taxi Card holders make journeys in licensed London taxis and private hires vehicles, and the subsidy applies directly to each trip.	<a href="http://www.londoncouncils.gov.uk/services/taxicard/">http://www.londoncouncils.gov.uk/services/taxicard/</a>

Provider	Description	Website
The Blue Badge	The Blue Badge scheme is for people with severe mobility problems. It allows Blue Badge holders to park close to where they need to go. The Blue Badge is registered to a person and not to a vehicle.	<a href="https://www.haringey.gov.uk/parking-roads-and-travel/parking/parking-permits/european-blue-badge-parking-scheme">https://www.haringey.gov.uk/parking-roads-and-travel/parking/parking-permits/european-blue-badge-parking-scheme</a>
Winkfield Resource Centre	Based in Wood Green, the centre offers a range of services, facilities and activities for adults with disabilities.	<a href="http://www.haringey.gov.uk/social-care-and-health/physical-disabilities-and-sensory-impairment/winkfield-resource-centre-services">www.haringey.gov.uk/social-care-and-health/physical-disabilities-and-sensory-impairment/winkfield-resource-centre-services</a>
Transport for All	Championing the cause of accessible transport in the capital for over two decades. An organisation of disabled and older people determined to ensure that the grass roots experiences and opinions of service users are always heard by those who commission and run the transport network.	<a href="http://www.transportforall.org.uk/">http://www.transportforall.org.uk/</a>
Youth Council	Represent the views of young people at a borough level giving young people the opportunity to have a voice, to discuss relevant issues, engage with decision-makers and contribute to improving the lives of young people within their communities.	<a href="http://www.youthspace.haringey.gov.uk/node/75">http://www.youthspace.haringey.gov.uk/node/75</a>
Youth Space	Youth Space brings together different services for young people. If you want something to do or need extra help then the programme can help you.	<a href="http://www.youthspace.haringey.gov.uk/">http://www.youthspace.haringey.gov.uk/</a>

Provider	Description	Website
<b>Good Health</b>		
Annual health check	The Annual Health Check scheme is for young people and adults (14 years plus) with learning disabilities who need more health support and who may otherwise have health conditions that go undetected.	<a href="https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/">https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/</a>
Barnet, Enfield and Haringey Mental Health NHS Trust	Information and advice on mental health and wellbeing	<a href="http://www.beh-mht.nhs.uk/">http://www.beh-mht.nhs.uk/</a>
CAMHS	Support for emotional wellbeing and mental health of children and young people	<a href="http://www.behcamhs.nhs.uk/">http://www.behcamhs.nhs.uk/</a>
Caring for disabled children	Information for carers of children with disabilities	<a href="https://www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/how-to-care-for-a-disabled-child/">https://www.nhs.uk/conditions/social-care-and-support-guide/caring-for-children-and-young-people/how-to-care-for-a-disabled-child/</a>
Clinical Commissioning Group	NHS organisation that is responsible for planning and buying healthcare services for Haringey residents. Further Information covering health matters relating to children and young people with special educational needs and disabilities.	<a href="http://www.haringeyccg.nhs.uk/">http://www.haringeyccg.nhs.uk/</a>
Haringey Wellbeing Network	The Haringey Wellbeing Network (HWN) is an integrated network of voluntary sector mental health services for residents aged 16 and over in Haringey. Run by Mind in Haringey.	<a href="http://www.mindinharingey.org.uk/haringey-wellbeing-network.asp">http://www.mindinharingey.org.uk/haringey-wellbeing-network.asp</a>
NHS	Information on Health A-Z, Live well, Care and support and services near you	<a href="https://www.nhs.uk/">https://www.nhs.uk/</a>

Provider	Description	Website
NICE	Guidance on Transitions from children's to adult's services for young people using health or social care services.	<a href="https://www.nice.org.uk/guidance/ng43">https://www.nice.org.uk/guidance/ng43</a>
Transitions in health setting	Ready Steady Go tools to enhance local transition pathway and transformation programmes.	<a href="http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx">http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx</a>
<b>Developing Independence and housing options</b>		
Burgess Autistic Trust	Supporting anyone that suffers from or is affected by an Autistic Spectrum Condition.	<a href="http://www.burgessautistictrust.org.uk">http://www.burgessautistictrust.org.uk</a>
Haringey Adult Learning Service	Low price and free courses based at Wood Green Library	<a href="https://www.haringey.gov.uk/jobs-and-training/adult-learning/hals-programme">https://www.haringey.gov.uk/jobs-and-training/adult-learning/hals-programme</a>
Homes for Haringey	Information on homelessness and housing needs and options	<a href="https://www.homesforharingey.org/contact-us-0">https://www.homesforharingey.org/contact-us-0</a>
Housing Advice	Haringey housing advice and assistance on a wide range of housing problems for	<a href="https://www.haringey.gov.uk/housing/housing-advice">https://www.haringey.gov.uk/housing/housing-advice</a>
Supported Living	Information on supported living housing in Haringey.	<a href="https://www.haringey.gov.uk/social-care-and-health/help-housing/supported-living-services">https://www.haringey.gov.uk/social-care-and-health/help-housing/supported-living-services</a>
<b>Employment and Training</b>		
Provider	Description	Website
Access to Work	An Access to Work grant can pay for practical support if you have a disability, health or mental health condition to help you start working, stay in work or move into self-employment or start a business.	<a href="https://www.gov.uk/access-to-work">https://www.gov.uk/access-to-work</a>
Central London Works	An employability programme designed for people with disabilities and health conditions to gain sustainable employment. Can be referred from job centre plus or via the council and will be assigned a dedicated caseworker who will support with all areas of employability including financial better off calculations. CV's, applications, interview support, motivation & confidence.	<a href="http://www.centrallondonworks.co.uk">www.centrallondonworks.co.uk</a>
Independent parental special education advice (IPSEA)	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.	<a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a>
Job Centre Plus Disability Employment Advisers	A Disability Employment Adviser at your local Job Centre can help you find work or gain new skills and tell you about disability friendly employers in your area. They can also refer you to a specialist work psychologist, if appropriate, or carry out an 'employment assessment', asking you about your skills and experience and roles you're interested in.	<a href="https://www.gov.uk/looking-for-work-if-disabled/looking-for-a-job">https://www.gov.uk/looking-for-work-if-disabled/looking-for-a-job</a>
London Learning Consortium	LLC provide accredited learning programmes across London either in the work place, classroom or via our extensive community provider network. If you are aged 19+ and in receipt of either Jobseekers' Allowance or Employment Support Allowance (in the Work Related Activity Group) then you may be eligible for your course to be fully funded.	<a href="http://www.londonlc.org.uk/Training/">http://www.londonlc.org.uk/Training/</a>

<b>Provider</b>	<b>Description</b>	<b>Website</b>
National Apprenticeship Service	After the age of 16, Young people can train through an Apprenticeship to learn the skills necessary for various careers while earning at the same time. An Apprenticeship will often suit young people who do not want to go into full-time further or higher education, but still want to gain extra qualifications that are work related.	<a href="https://www.gov.uk/further-education-skills/apprenticeships">https://www.gov.uk/further-education-skills/apprenticeships</a>
National Careers Service	Provides information, advice and guidance to help young people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers.	<a href="https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx">https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx</a>
My AFK (Action for kids)	Supports disabled children, young people and their families by providing mobility equipment and prepares students with learning disabilities for life after school education, training and work experience programmes.	<a href="https://www.my-afk.org/">https://www.my-afk.org/</a>
Princes Trust	The Princes Trust are 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.	<a href="https://www.princes-trust.org.uk/help-for-young-people">https://www.princes-trust.org.uk/help-for-young-people</a>
Supported Internships	Supported internships are a structured study programme based at an employer. They enable young people aged 16-24 with additional needs to achieve paid employment by equipping them with the skills they need for work, through learning in the workplace. All colleges will have employability programmes and the majority of colleges now offer supported internship programmes. Young people would need an EHC Plan in order to access this programme.	<a href="http://www.preparingforadulthood.org.uk/supportedinternships">http://www.preparingforadulthood.org.uk/supportedinternships</a>
Work Choice	Work Choice can help you get and keep a job if you're disabled and find it hard to work. It's voluntary - you don't have to do it. The type of support you get depends on the help you need. This is different for everyone but can include training and developing your skills, building your confidence and interview coaching.	<a href="https://www.gov.uk/work-choice/overview">https://www.gov.uk/work-choice/overview</a>

## Acknowledgement

This document was co-produced by Moving On Transitions Reference Group; Haringey Council, Healthwatch Haringey, Haringey Involve, Markfield, Haringey SEND Information, Advice and Support Service, SEND Parents and Carers Team and Haringey Clinical Commissioning Group.

To provide feedback or order further copies please email [SEN@haringey.gov.uk](mailto:SEN@haringey.gov.uk)

## Check list for moving on

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

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