STEPS TO ADULTHOOD

BRENT’S TRANSITION GUIDE FOR PARENTS AND CARERS OF CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AGED 0-25
WHAT DOES PREPARING FOR ADULTHOOD (TRANSITION) MEAN AND WHEN DOES IT START?

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

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

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

Transition planning should include personalised support in the following areas:

- Identifying suitable post-16 pathways that lead to employment options or higher education
- Training options such as supported internships, apprenticeships and traineeships
- Support to find a job and learn how to do a job (for example, through work experience opportunities or the use of job coaches)

If you would like a paper copy of this guide, please contact Brent Parent Carer Forum on 0114 213 4912 (local number) or email bcpcfoffice@gmail.com
Support to help the young person develop a lifestyle that is based on their hobbies, leisure activities, access to community facilities, meeting friends and having fun.

Help in understanding any welfare benefits that might be available when in work.

Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and what support they may need.

Information about personal budgets and direct payments.

Local housing options, including housing benefits and social care support.

Support to help the young person participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to, the local community and voluntary opportunities.

Information about lifestyle choices based on the young person’s interests and personal requests.

Travel advice to enable young people to get around independently.

Advice about continuing health care services so that young people understand which professionals may be supporting them in adulthood. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities.

ROLE OF SCHOOL AND PROFESSIONALS

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

THINKING ABOUT CAREERS

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

Schools can provide guidance and offer support on future options available, at each and every annual review, and throughout the transition process (from Year 9 onwards).
THESE ARE SOME QUESTIONS YOU MIGHT LIKE TO DISCUSS WITH YOUR CHILD

1. What does your child enjoy? (either at school or home)
2. Does your child have any hobbies/interests?
3. What kind of activities does your child show an interest in?
4. When you think of your child, what sort of person are they?
   4.1 Do they like being with people?
   4.2 Do they like working with animals?
   4.3 Do they prefer working outside or indoors?
   4.4 Are they creative/musical?
   4.5 Do they show an enterprising attitude?
   4.6 Do they like working with their hands?
   4.7 Do they like order, detail or numbers?
5. Are they outgoing or do they like to keep to themselves?
6. How do they like to learn?
7. What is important to them? (e.g. staying near home or being independent)
8. Do they want to discover new places and people?
9. What kind of environment suits them, busy and noisy or quiet?
10. Have they any ideas about what sort of work they would like to do?

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

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

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

It might be helpful to involve the people who know your child well, such as teachers, family and friends, leisure activity leaders, social groups etc. You can ask for an interview to be arranged with the school’s careers advisor to help you through this.
ONE-PAGE PROFILE

All young people with an EHC plan will benefit from some sort of 'one-page profile'. The one-page profile is a good example of a person-centred tool to be completed with your child, together with the people who know them really well. The tool is strengths-based, quick to read and should be used for a specific situation and your child’s specific needs.

MENTAL CAPACITY/POWER OF ATTORNEY

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 are 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 interest. If a young person lacks capacity to make decisions, their parents or carers can apply for a Court of Protection order 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 interest. If a young person lacks capacity to make decisions, their parents or carers can apply for a Court of Protection order 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 interest.

PERSONAL BUDGETS

Personal budgets are changing the way that education, health and social care services work with families who have children with SEND. For some areas of provision, such as education, health and social care, a budget is identified following assessment, for parents/carers and young people to buy their own package of support. Work then takes place to identify how this budget can be used to meet some or all of the support needs that are set out in your child’s EHC plan, or their assessed social/health or care needs. It is best to be very specific so that if your child needs help towards creating the best situation and outcome it should be from their point of view - even if others don’t agree! It should be a list of what really matters to them.

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

For more information visit: www.ipsea.org.uk and www.natsip.org.uk

CEASING AN EHC PLAN

A local authority can decide to take away, or end, a young person’s EHC plan if it decides that it is no longer necessary because:

- The child or young person has moved to a different local authority area
- The young person has met the outcomes as specified in their EHC plan

The local authority will issue 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/specialist school. The young person can appeal if they disagree with the local authority’s decision. For further information visit www.ipsea.org.uk

The budget can be used to buy a range of services that your family is currently receiving, including equipment, transport, respite and assistance with accessing community activities. It can also be used to buy new support and provision as it helps to meet the outcomes that have been agreed in your child’s EHC plan.

You will be told what funding is available as part of a personal budget, should you decide to consider the option of having one, and a ‘costed plan’ will be drawn up. There will be personal budgets from education, health and social care if you meet the criteria. Brent has a useful document for parents on personal budget. Visit www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/assessment-and-education-health-and-care-planning/?tab=personalbudgets

The one-page profile is a person-centred tool to be completed with your child together with the people who know them really well.
PREPARING FOR ADULTHOOD
EDUCATION, EMPLOYMENT AND TRAINING

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

There are two main routes that the young person will need to consider: college mainstream courses with support or specialist SEND courses at various colleges such as the College of North West London, Barnet and Southgate College, Harrow College and City of Westminster College. If you are unemployed or not in education, employment or training, you can receive independent advice and support from Brent Connexions service, details of which are on the Local Offer.

It will be important for you to discuss the various options with the staff at your child’s school and with other parents/young people. Many colleges are part-time. This means that the young person will only attend up to three or four days a week and sometimes less. You may need to contact social care to help and/or give you advice on the days when they are not at college. They could be doing things in the local community, taking part in leisure activities or meeting friends. You could draw up a mock timetable, so your son or daughter will have an idea of what their lifestyle could look like.

There are opportunities for many young people to do a supported internship, which are work placements with support, or work placements, voluntary work or work experience. Some young people will be able to have a paid job. There are schemes that support young people in undertaking practical activities such as gardening, catering and retail, where every young person has an opportunity to try out various activities regardless of their needs.

Brent Council is actively looking at expanding the range of opportunities for young people with SEND up to 25 and beyond. It is important for families and young people to discuss options with their school or college and to look on the Local Offer for all the opportunities available. For more information about post-16 provision in Brent and beyond visit www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education.

PREPARING FOR ADULTHOOD
TRANSITIONING FROM CHILDREN’S HEALTH SERVICES TO ADULT HEALTH SERVICES

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

A key aim with transition for these young people is to ensure that a consistent and continuous package of support is provided.

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

- Young people in receipt of children’s continuing care funding who are moving to adult continuing health care services
- Young people accessing Child and Adolescent Mental Health Services (CAMHS) who are moving to community mental health services
- Young people who have an education, health and care (EHC) plan which identifies other health services/support in order to meet assessed needs and outcomes
- Young people with learning difficulties, who may be referred to the Kingswood Centre in Kingsbury for an assessment

Brent Disabled Children and Young People Service (0-25) supports families with children and young people who have a severe, permanent and substantial disability or long-term complex health problem, which impacts on their everyday living. The service is the lead agency for transition planning in Brent. Families are supported by a dedicated team of social workers, social work assistants and occupational therapists, who are located in teams in the east and west of the borough. Along with their family and other support services, the team works with the child/young person to meet their assessed needs by developing a person-centred approach at every stage of its involvement with them.

When the young person reaches 17.5 years old, a health care professional or a member of the team from Brent Council’s Disabled Children and Young People’s Service (0-25) will complete a checklist to see if continuing care funding is still needed at this stage. This assessment is done in consultation with the young person and their family. If it is, the young person will move over to the adult continuing health care service and this arrangement will be reviewed annually.

Young people who are not eligible for continued care funding will have their assessed health needs met by their GP, although if their circumstances change, their doctor can refer them back for another assessment. To support you and your child through transition, the NHS has developed the Ready Steady Go transition programme for children over 11 years old with a long-term condition. The programme helps the young person to gain the knowledge and skills to manage their condition and gain the confidence and skills to move to adult services. For further information visit www.uhs.nhs.uk/OurServices/ChildHealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx.

It should:

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

Consideration will be given to the person’s preferences in terms of the time, date and location of their care and support needs assessment. It will be carried out face-to-face, unless the person prefers a different method of assessment.

Following the assessment, if a person has eligible unmet needs, a support plan will be drawn up in partnership with them and their family/carers or advocate. The person may be able to pay for some of their care with a personal budget and make a financial contribution towards their needs. For further information visit www.brent.gov.uk/services-for-residents/adult-social-care/can-i-get-support
BRENT DISABLED CHILDREN AND YOUNG PEOPLE’S SERVICE (0-25)

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

MENTAL HEALTH SERVICES

There are specialist adult mental health (AMH) services in Brent for people aged 18 and above. Referrals can be made through your child’s GP. For more information, visit brentccg.nhs.uk/en/mental-health

If the young person has ongoing mental health issues and is already known to child and adolescent mental health services (CAMHS), then discussions between them and AMH services should start when the young person is ideally no older than 17.5 years old so that appropriate adult provision can be identified and put in place in a timely manner. AMH services should also be invited to a young person’s education, health and care (EHC) plan review.

INTEGRATED LEARNING DISABILITY TEAM

This team is made up of health and social care professionals from Brent Council and the NHS. It provides specialist health support to enable adults with learning disabilities aged 18+ to be healthy, independent and valued members of their community. The team works closely with Brent’s Disabled Children and Young People’s Service (0-25) to ensure that young people under the care of this team make a successful transition to services provided by the Integrated Learning Disability Team.

The team includes:

- Community learning disability nurses
- An occupational therapist
- A physiotherapist
- Social workers
- Psychologists
- A bereavement therapist
- Psychiatrists

The team sees people in their own home or at an activity centre they may be attending. Sometimes, if people are very unwell or troubled, people will be seen in hospital. Visit www.brent.gov.uk/services-for-residents/adult-social-care/learning-disabilities for more information and eligibility criteria.
PHYSICAL DISABILITIES

Brent Council supports people aged 18 and over with physical disabilities, including sight and hearing loss, frailty and illness. Help is also available for people recovering from a hospital stay.

If your child needs help with washing, dressing or moving around safely, even with the help of equipment, you may need support from a care worker. This could include short-term assistance from us to identify and plan your ongoing care needs and arranging for someone to come into your home to help you. For further information and eligibility criteria visit www.brent.gov.uk/services-for-residents/adult-social-care/physical-disabilities.

PAYING FOR ADULT SOCIAL CARE

There may be some costs associated with adult social care services provided by the council. If you are eligible for a personal budget, you will be able to use this to help pay towards your support. For further information on personal budgets, visit www.brent.gov.uk/services-for-residents/adult-social-care/can-i-get-support/

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There may be some costs associated with adult social care services provided by the council. If you are eligible for a personal budget, you will be able to use this to help pay towards your support. For further information on personal budgets, visit www.brent.gov.uk/services-for-residents/adult-social-care/can-i-get-support/

SHORT BREAK SERVICES

Short breaks provide opportunities for children and young people with SEND to take part in fun activities, new experiences and be with friends. They can also provide positive experiences for children and young people by enabling them to develop new skills, boost confidence and encourage friendships and give parents a well-deserved break from caring and some quality time with their other children or each other.

Short breaks allow children and young people with disabilities to access mainstream and specialist activities. This could include an after-school club, a few hours at a leisure or sports activity group, or an overnight stay at the child or carer’s home or a residential centre. Many of our short break and leisure services can be accessed directly. Children and young people with more complex needs, who might be eligible to receive both day and overnight provision, will need to have an individual needs assessment and a referral from the Disabled Children and Young People’s Service (0-25). Parents and carers can request an assessment by contacting Brent Family Front Door on 020 8397 4300 or emailing family.frontdoor@brent.gov.uk.

Overnight respite services for children are provided at the Ade Adepitan Short Break Centre. You need to find out whether you are entitled to use this service. Many families appreciate this support as it gives them the opportunity to spend time with their other children. The young person also has a different environment in which to stay for a short time. For further details about the centre and all short breaks provision in Brent visit www.brent.gov.uk/media/16410747/7927-short-breaks-statement-may-2020 and Brent’s Local Offer at www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer.
PREPARING FOR ADULTHOOD

INDEPENDENT LIVING

Because of the need for additional considerations, young people with SEND should be encouraged to think about where they might live in the future as part of their transition planning from Year 9 onwards. This may seem like a very early time to start; however, it is important that young people and their families have good information from the beginning of the transition to adulthood process, so that support needs are assessed individually and possible options are explored and understood.

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

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

As part of their transition plans, young people who are being supported by Brent’s Disabled Children and Young People’s Service (0-25) will be given advice about housing options. They include:

- Supported living schemes
- Support at home, such as adapting the home environment to promote the young person’s independence
- The Shared Lives scheme, which involves finding a home with a carer
- Residential and nursing care services
- Social housing - renting a council or housing association property
- Information and advice about benefits, grants and funding streams that are available to support people to live independently, should also be shared with the young person and their family.

For further information about housing options visit www.brent.gov.uk/services-for-residents/children-and-family-support/becoming-an-adult-and-preparing-for-the-future/

PREPARING FOR ADULTHOOD

COMMUNITY INCLUSION AND PARTICIPATION

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

Discussions should include:

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

If you receive a direct payment from the council as part of your care package, you can use it to help you get involved with your local community. There is information on Brent’s Local Offer to help you support your child to participate and feel part of their community, including details about volunteering, travelling around and ‘having your say’. Visit www.brent.gov.uk/services-for-residents/children-and-family-support/becoming-an-adult-and-preparing-for-the-future/
The Journey into Adulthood
Helping Young People to Move Forward

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

It is important that there is a focus on outcomes that are transferable to the real world and are personalised to the young person.

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 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 I be able to help?
- Which services need to be involved?
- Why needs to attend meetings or send reports?
- Review and think about what is needed and use person-centred tools such as a one-page profile

Age 15
- For my next review, I need to plan who I want to attend or to send a report and how I want to make my views known: What is working? Have no changes happened
- What needs to happen?
- Who will need to help?
- Which providers do I need to visit?

Age 16
- This could be the first year at school: I will have more rights to the choices I make and I will make some decisions. What job do I want? What skills do I need? What 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 18
- 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

Age 19-25
- I have friends.
- I am independent.
- I have good health.
- I am in employment or training.

Preparation for Adulthood
Helping Young People Move towards Adult Life

At age 16
- I can make some decisions. What job do I want? What skills do I need? What can I be independent? Do I want to stay at school or go to college?
- What support will I have when I am an adult?

At 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

At age 18
- Has a referral to adult social care been made?
- Has a continuing health care assessment been done?
- Is it on my GP?
- Are my benefits in my 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?

At age 19-25
- I have friends.
- I am independent.
- I have good health.
- I am in employment or training.
EARLY YEARS TO PRIMARY 0-11 YEARS

In this section we describe the PfA outcomes from early years to primary so that parents and professionals can start preparing children by using these ideas creatively to embed activities in the curriculum and at home.

They can be incorporated in EHC plan reviews and for children who are on SEN support but do not have a plan. They can also be helpful when the child is transferring to a new setting or class. It is important that there is a focus on outcomes that are transferable to the real world and are personalised to the young person. These ideas will also be useful for other professionals working in health and social care, and those that are involved in running short breaks, so that they may focus some of their support in these areas too.

PREPARING FOR ADULTHOOD (PFA) OUTCOME - EMPLOYMENT, EDUCATION AND TRAINING

EARLY YEARS

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Following instructions – consider any specifics around sensory impairment
Adapting to new environments
Playing with other children

Numeracy
Real world visits
What do you want to be when you grow up?
Meeting new role models

Talk about different careers and education options – look at what the child wants and aspire to
Build into Literacy and Personal, Health and Social Education (PHSE) curriculum
Start to build a personal profile of interests and ambitions

ADOLESCENCE

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Following instructions – consider any specifics around sensory impairment
Adapting to new environments

Playing with other children

Numeracy
Real world visits
What do you want to be when you grow up?
Meeting new role models

Talk about different careers and education options – look at what the child wants and aspire to
Build into Literacy and Personal, Health and Social Education (PHSE) curriculum
Start to build a personal profile of interests and ambitions

PFA OUTCOME – INDEPENDENCE

EARLY YEARS

0-4 years old

Feeding and drinking
Toiletting
Real-world play (kitchens, DIY, cleaning)
Getting dressed on own
Making choices
Promoting independence as appropriate and the ‘voice of the child’

Washing/brushing teeth
Sleepovers and residential trips
Cooking at school and home – with parents and family/friends
Understanding money – paying for snacks in school
Shopping
Moving around the school independently
Travel training
Transport and road signs

The above tips are really helpful for families to work on at home

INDEPENDENCE

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Feeding and drinking
Toiletting
Real-world play (kitchens, DIY, cleaning)
Getting dressed on own
Making choices
Promoting independence as appropriate and the ‘voice of the child’

Washing/brushing teeth
Sleepovers and residential trips
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Understanding money – paying for snacks in school
Shopping
Moving around the school independently
Travel training
Transport and road signs

The above tips are really helpful for families to work on at home

PFA OUTCOME – HEALTH

EARLY YEARS

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Checks at birth (hearing etc)
Developing a healthy diet
Ensuring that the two-year-old developmental check takes place
Ensuring immunisations are up-to-date
Visiting dentist for regular check ups

Making sure that child obesity checks are in place where appropriate
Children making choices about their diet
Dentist school visit
Ensuring immunisations are up-to-date
Learning about the importance of physical exercise

HEALTH

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Checks at birth (hearing etc)
Developing a healthy diet
Ensuring that the two-year-old developmental check takes place
Ensuring immunisations are up-to-date
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Making sure that child obesity checks are in place where appropriate
Children making choices about their diet
Dentist school visit
Ensuring immunisations are up-to-date
Learning about the importance of physical exercise

Children managing their minor health needs e.g. asthmas
Starting puberty immunisations
Ensuring obesity check is in place where appropriate
Children being able to articulate pain/health problems
Support for children and their families around puberty
Good health embedded into the Year 5/6 curriculum

EARLY YEARS TO PRIMARY

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PREPARING FOR ADULTHOOD (PFA) OUTCOME

EARLY YEARS TO PRIMARY

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PREPARING FOR ADULTHOOD (PFA) OUTCOME - EMPLOYMENT, EDUCATION AND TRAINING

EARLY YEARS

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Following instructions – consider any specifics around sensory impairment
Adapting to new environments
Playing with other children

Numeracy
Real world visits
What do you want to be when you grow up?
Meeting new role models

Talk about different careers and education options – look at what the child wants and aspire to
Build into Literacy and Personal, Health and Social Education (PHSE) curriculum
Start to build a personal profile of interests and ambitions

ADOLESCENCE

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Following instructions – consider any specifics around sensory impairment
Adapting to new environments

Playing with other children

Numeracy
Real world visits
What do you want to be when you grow up?
Meeting new role models

Talk about different careers and education options – look at what the child wants and aspire to
Build into Literacy and Personal, Health and Social Education (PHSE) curriculum
Start to build a personal profile of interests and ambitions

PFA OUTCOME – INDEPENDENCE

EARLY YEARS

0-4 years old

Feeding and drinking
Toiletting
Real-world play (kitchens, DIY, cleaning)
Getting dressed on own
Making choices
Promoting independence as appropriate and the ‘voice of the child’

Washing/brushing teeth
Sleepovers and residential trips
Cooking at school and home – with parents and family/friends
Understanding money – paying for snacks in school
Shopping
Moving around the school independently
Travel training
Transport and road signs

The above tips are really helpful for families to work on at home

INDEPENDENCE

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Feeding and drinking
Toiletting
Real-world play (kitchens, DIY, cleaning)
Getting dressed on own
Making choices
Promoting independence as appropriate and the ‘voice of the child’

Washing/brushing teeth
Sleepovers and residential trips
Cooking at school and home – with parents and family/friends
Understanding money – paying for snacks in school
Shopping
Moving around the school independently
Travel training
Transport and road signs

The above tips are really helpful for families to work on at home

PFA OUTCOME – HEALTH

EARLY YEARS

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Checks at birth (hearing etc)
Developing a healthy diet
Ensuring that the two-year-old developmental check takes place
Ensuring immunisations are up-to-date
Visiting dentist for regular check ups

Making sure that child obesity checks are in place where appropriate
Children making choices about their diet
Dentist school visit
Ensuring immunisations are up-to-date
Learning about the importance of physical exercise

HEALTH

0-4 years old

Reception-Y2 (Key Stage 1)

5-7 years old

Primary Y3-Y6 (Key Stage 2)

Checks at birth (hearing etc)
Developing a healthy diet
Ensuring that the two-year-old developmental check takes place
Ensuring immunisations are up-to-date
Visiting dentist for regular check ups

Making sure that child obesity checks are in place where appropriate
Children making choices about their diet
Dentist school visit
Ensuring immunisations are up-to-date
Learning about the importance of physical exercise

Children managing their minor health needs e.g. asthmas
Starting puberty immunisations
Ensuring obesity check is in place where appropriate
Children being able to articulate pain/health problems
Support for children and their families around puberty
Good health embedded into the Year 5/6 curriculum
**TRANSITION GUIDE AGE 13-14**

**YEAR 9: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE**

**Education, health and care plan (EHC) process**

- Preparation for Adulthood (PfA) Review co-ordinated by the school includes ‘voice of the child’
- EHC plan is reviewed and new outcomes written in line with the PfA areas
- Review of support in school for those with additional needs but no EHC plan
- Family and young person fact find about post-16 provision
- Adult social care and health services work together to support young people who may be eligible for these services as an adult (e.g. those who have complex needs) to prepare for the next stage into adulthood
- Local authority SEND services to update EHC plan
- Think about the need for personal budgets or direct payments to support the move into adulthood

**Friends, relationships and my community**

- Think about young person’s friendship groups, closest friends and other key people in their school and local community – circle of support
- All to think about how these friendships can be kept and developed – using local media and the curriculum
- Family has access to all the local community facilities and support services that they need
- Think about any out of school activities the young person does or would like to access
- Family and young person to think how they can develop these at home and during the holidays
- Explore ideas of where the young person may live and know how to access information about a range of potential housing

**Good health**

- Begin to plan how resources/services will be accessed in adult life e.g. equipment, therapies, specialist support, accessing GPs, prescriptions, dentists, opticians
- Ensure that the curriculum, young person and family are thinking about promoting good diet, exercise and sexual health
- People with learning difficulties are entitled to an annual health check from age 14 – ask at GP surgery
- Start discussing with school interests, favorite subjects/activities, emerging aspirations about work and lifestyle in the future

**Developing independence**

- Start talking about the skills needed for independence in the future
- Work with the school to think about the curriculum opportunities that might be available to develop independent travelling, budgeting/money and domestic skills
- Family and young person to think how they can develop these at home and during the holidays
- Explore ideas of where the young person may live and know how to access information about a range of potential housing
- Think about starting the Health Passport which brings all health needs together in one place
- Think about the need for personal budgets or direct payments to support the move into adulthood

**Education, training and finding employment**

- Start discussing with school interests, favorite subjects/activities, emerging aspirations about work and lifestyle in the future
- Agree with the young person who will help support them in developing their CV and/or vocational profile
- Work with the school to think about the curriculum opportunities that might be available to develop independent travelling, budgeting/money and domestic skills
- Family and young person to think how they can develop these at home and during the holidays
- Explore ideas of where the young person may live and know how to access information about a range of potential housing
- Think about the need for personal budgets or direct payments to support the move into adulthood

If the young person does not have an EHC plan but it is felt that they need additional support, please talk to the school and the SENCO in the first instance to identify needs and possible support strategies. Schools do have funding within their budgets to help and support young people with lower level SEND.
**TRANSITION GUIDE AGE 14-15**

**YEAR 10: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE**

**Education, health and care (EHC) process**

Education, training and finding employment

Developing independence

Good health

Friends, relationships and my community

Good health

Developing independence

Education, training and finding employment

Year 10 annual review. Think about the update of the PFA outcomes.

Review of the support in school for those with additional needs but no EHC plan.

Family and young person to visit post-16 options.

Young people to have experienced work placements/vocational opportunities and to have talked to a careers specialist to have the beginning of a plan in place 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.

Adult social care referral for transition to be considered – timeliness for assessment taken into consideration.

Look up brentyouthzone.org and the Local Offer to find community and volunteer groups.

**Education, health and**

**Care (EHC) process**

**Responsibility**

School to convene a meeting with representatives from transition staff.

Parents/carer/personal assistant.

**Responsibility**

School Social care Parents/carer/personal assistant.

**Responsibility**

School Social care Parents/carer/personal assistant.

**Responsibility**

School/lead professional Local authority to ensure that all the information is on the Local Offer and easily available.

Parents/carer/personal assistant.

Consider how the EHC annual review plan can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc. Year 10 review is the beginning of the process for choosing post-16 options. However, the PFA outcomes should be part of the annual review process from the earliest stage i.e. in early years and primary. It will be important for post-16 and post 19 providers to be consulted so provision/support can start to be discussed.

Begin to talk about what is important to the young person about friends/social life in the future. Is this what they might be interested in?

Support the young person to talk about their aspirations and hopes and how they see their future.

How often is the young person going out or mixing with friends? Is this enough? Is more advice or support needed?

In family conversations, is there support that they may need?

Has the young person been identified for the young person to engage in local community activities?

Are plans in place to keep the network of friends in touch through social media apps?

Has anyone considered a buddy scheme with other young people to accompany to social events?

What are the pathways that I can follow? What can I offer? What do I like doing? What support do I need?

Identify job coaches to support young person into supported employment/apprenticeships.

Have clear employment/volunteering pathways.

Identify, assess and address any barriers to accessing the above.

What are the pathways that I can follow? What can I offer? What do I like doing? What support do I need?

Identify job coaches to support young person into supported employment/apprenticeships.

Have clear employment/volunteering pathways.

Identify, assess and address any barriers to accessing the above.

School to convene a meeting with representatives from transition staff.

Parents/carer/personal assistant.

School Social care Parents/carer/personal assistant.

School Social care Parents/carer/personal assistant.

School/lead professional Local authority to ensure that all the information is on the Local Offer and easily available.

Parents/carer/personal assistant.

Consider how the EHC annual review plan can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc. Year 10 review is the beginning of the process for choosing post-16 options. However, the PFA outcomes should be part of the annual review process from the earliest stage i.e. in early years and primary. It will be important for post-16 and post 19 providers to be consulted so provision/support can start to be discussed.
THROUGH AGE TRANSITION GUIDE YEAR 15-16

Education, health and care (EHC) plan process

Think about how to maintain the time that the child /young person
is in education, training or employment.

Think about how the transition to adulthood will be managed.

Review work experience undertaken/plan further opportunities

Consider whether all appropriate professionals/reports are involved

Identify and involve key adult professionals/organisations

Consider whether all appropriate professionals/reports are involved

Identify and involve key adult professionals/organisations

School to convene a meeting with representatives from
transition staff and multi-disciplinary team

Local authority SEND-team

Parents/care/young person

Responsibility School

Adult social care and the Disabled Children and Young People’s Service (P-25)

Health lead

Parents/care/young person

Responsibility School

School nurse

GP

CAMHS

Social care

Parents/care/young person

Responsibility School

School/lead professional

LA to ensure that all the information is on the Local Offer and easily available

Parents/care/young person

Parents/care/young person

Responsibility School

Connexions/post-16 providers

Parents/care/young person

Parents/care/young person

Education, health and care (EHC) plan process

EHC plan reviewed and new outcomes recorded on PFA section

Review of support in school and/or supported employment/ training/volunteering in that transition to the next stage is smooth

Ensure that the voice of the young person is heard around their hopes and aspirations for their future

Young person decides on post-16 option – this should have been undertaken prior to the annual review

If moving on from school, post-16 placement confirmed by March if an EHC plan is in place Multi-agency panel involved if required for a specialist placement at a college

Plan move if going to new accommodation and any adaptations required

Young person should be enabled to give their views and will be of a legal age to consent to medical treatment

Enable young person and family to make decisions from which their services they use now and who will take over responsibility

Ensure young person/family know how their health needs will be met

Steady Go protocol is in place

The involvement of the Ready Steady Go protocol is in place

Education, health and Care (EHC) plan

Rationale

Education, training and finding employment

Young person decides on their future

Ensure that the voice of the young person is heard around their hopes and aspirations for their future

Young people and families understood if they are eligible for short breaks post-16-18 and what is available

Think about how to maintain the transition group after school ends – consider the use of social media/online

Support the young person to plan how to keep in touch with others and visit vies

Family need to consider how they are going to develop independence

Siblings and close family/friends engaged with school/young person

Carers working within the community as close family/friends engaged with the child young person

Consider the young person’s access to local services such as sport facilities, cinemas, restaurants, shopping centres, and youth clubs

Does the young person have any other ideas to what they would like to do?

In the family accessing the information or support they may need?

Young people and families understood if they are eligible for short breaks post-16-18 and what is available

Think about the link between career options and further education opportunities to ensure young people are aware of the range of options they might be taking when thinking about posteducation

Ensure young person is travelling independently where possible at all times

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

The young person is supported away from home and how this could help to develop independence

Family carers no longer need to have access to information about the range of housing options available

Information about benefits to be fully understood - family need to have support to understand this first benefits to be arranged at 15.5 years. This is crucial to ensure that the family income is maximised

Prior to the annual review and preparations underway should have been undertaken

Young person decides on their future

Think about time spent away from home and will be of a legal age to consent to medical treatment

Enable young person and family know when they will be discharged from each of the services they use now and who will take over responsibility

Ensure young person/family know how their health needs will be met

School to convene a meeting with representatives from transition staff and multi-disciplinary team

Local authority SEND-team

Parents/care/young person

Consider whether all appropriate professionals/reports are involved

Identify and involve key adult professionals.

School, school nurse and disabled children and young people’s service

Health

Parents/care/young person

School

School nurse

GP

CAMHS

Social care

Parents/care/young person

Responsibility School

School/lead professional

LA to ensure that all the information is on the Local Offer and easily available

Parents/care/young person

Parents/care/young person

Responsibility School

School/lead professional

LA to ensure that all the information is on the Local Offer and easily available

Parents/care/young person

Parents/care/young person

Responsibility School

Connexions/post-16 providers

Parents/care/young person

Parents/care/young person

Responsibility School

School/lead professional

LA to ensure that all the information is on the Local Offer and easily available

Parents/care/young person

Parents/care/young person

Responsibility School

Connexions/post-16 providers

Parents/care/young person

Parents/care/young person
TRANSITION GUIDE AGE 16-17
YEAR 12: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Education, health and care (EHC) plan process
Consider how this annual review can be joined up with other reviews
Families and young person discuss potential post 16 options with adult key worker, social care and health worker
Adult assessments are taking place to ensure eligibility to appropriate services including adult care packages and informal carers
Cares assessment as appropriate and considers transitional arrangements
Full information to be available on personal budgets and direct payments
Discuss any potential transport arrangements

Friends, relationships and my community
Talk about the young person’s social group, making sure they are able to remain in touch with friends and make arrangements for socialising
Is any additional advice or support required to develop or maintain friendships and/or social life?
Is the young person able to access local services
Travel/get out when they choose, either on their own, with friends or with support?
Use a telephone, mobile, email, social networking, public transport, learning to drive, using taxis etc.
If not, explore possible solutions
Identify out of school/college activities the young person does or wants to access, including time spent away from home and area

Good health
Ensure young person/family are in control of financial support for keeping healthy
Network professional work together and share information how to communicate with the young person
Annual health check is in place if eligible
Mental Capacity Act to be considered in relation to the specific decisions included in the PfA pathway
Continuing health care (adults) assessment – consider whether this is appropriate and agree who is best placed to complete it

Developing independence
Think about personal budgets and how these might be used to personalise a young person’s support
All housing arrangements in place, where appropriate
Local taxi drivers and local community employers/businesses are aware of the needs of young people with SEND

Education, training and finding employment
Ensure career plan/ vocational profile continue to be updated
Plan to spend progressively more time in work related learning or employment that the young person is interested in
Local authority SEND team
Parents/carers/young person

Education, health and care (EHC) plan process
Responsibility
School/college/lead professional to convene a meeting with representatives from transition staff and multi-disciplinary team
Local authority SEND team
Parents/carers/young person

Friends, relationships and my community
Responsibility
School/college

Good health
Responsibility
School/college
Health
GP
CAMHS
Social care
Parents/carers/young person

Developing independence
Responsibility
School/college/lead professional

Finding employment
Responsibility
School/college
Connexions/post-16 providers
Employers
Parents/carers/young person

Education, training and finding employment
Responsibility
School/college
Commission/post-16 providers
Employers
Parents/carers/young person
TRANSITION GUIDE AGE 17-19
YEAR 13-YEAR 14: PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

**Education, health and care (EHC) plan process**

Mental Capacity Act: ensure that the young person has access to informed decisions.

Potential best interest meeting and applications for deputyship may be required.

Young person, where appropriate, is able to articulate their hopes, aspirations and fears.

Practical planning is in place which will consider:

- The context of any future study programme and how it will enable outcomes to be achieved.
- Which professionals will be involved in future meetings.
- The young person’s educational achievements.
- The young person’s transition needs.
- The young person’s availability for transition planning.
- The content of any future study programme.

**Friends, relationships and my community**

Think about the young person accessing mainstream activities and social settings with or without support.

Can the young person access specialist social clubs and activities via the voluntary sector?

In the young person keeping contact with friends – what does the young person want?

Does the young person feel supported in integrating social activities and settings?

Is the young person able to articulate their future hopes, aspirations and fears?

The young person is involved, where appropriate, in independent day time activities.

The young person is interested in continuing a formal education.

The young person can access health care without support. Can the young person access mainstream activities and facilities?

Is the young person able to: In terms of housing, family income is maximised.

**Good health**

Ensure that the young person has a health profile.

Ensure that the young person has support and a continuing care package.

Ensure that the young person has an annual review.

The young person can appeal if they disagree with the local authority’s decision.

The young person is involved, where appropriate, in independent day time activities and travel training.

There are a number of housing options available for the young person.

The young person is involved, where appropriate, in family income maximisation.

**Developing independence**

Ensuring arrangements are in place for managing the young person’s money.

Benefits advice is available (and forthcoming).

The young person is involved, where appropriate, in independent day time activities.

There is a Buddy system to continue to explore social activities.

There are a number of housing options available for the young person.

The young person is involved, where appropriate, in family income maximisation.

**Education, training and finding employment**

Ensure care plan/vocational profile continues to be updated.

To plan progressively more time in work, study, learning or employment that the young person is interested in.

Continue to explore all possible options including special needs apprenticeships, work-based learning, work related learning at college, paid work, self-employment, high education and voluntary work.

Continue to explore the facilities in social care day services.

If the medical condition is ongoing into adulthood complete the Ready Steady Go transition protocol.

The young person is involved, where appropriate, in independent day time activities.

The young person can access health care without support. Can the young person access mainstream activities and facilities?

Is the young person able to: In terms of housing, family income is maximised.

**Responsibility**

School/college/lead professional

Adult social care and the Disabled Children and Young People’s Service (0-25)

Local authority SEND/care worker teams.

Parents/carer/young person

**Responsibility**

School/college

Health

GP

CAMHS

Social care

Parents/carer/young person

**Consideration as to whether to cease the EHC plan:**

This is when the young person is:

- Accessing higher education.
- Accessing paid work.

Aged 18 or over and has left education.

Young person and their family, where appropriate, no longer wishes to engage in further learning, employment or employment that the young person is interested in.

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**Parents/carers/young person**

Friends, relationships and my community

Are the young person and their family involved in the pathway for adulthood – consider actions for transitions and funding arrangements.

The young person can appeal if they disagree with the local authority’s decision.

The young person is involved, where appropriate, in independent day time activities and travel training.

There are a number of housing options available for the young person.

The young person is involved, where appropriate, in family income maximisation.

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**Education, health and care (EHC) plan process**

Is the young person able to: Access local services.

Travel out when they choose either on their own or with support.

Use telephones, mobile, email, social networking public transport, learning to drive etc.

If not, explore possible solutions.

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**School/college/lead professional**

Local authority to ensure that all the information is on the Local Offer and easily available.

Parents/carer/young person

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**Responsibility**

School/college

Health

GP

CAMHS

Social care

Parents/carer/young person

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**Responsibility**

School/college/lead professional

Local authority SEND/ SEND/ care worker teams.

Parents/carer/young person

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**Responsibility**

School/college

Connections/post-16 providers.

Employers.

Voluntary groups.

Parents/carer/young person.
PREPARATION FOR ADULTHOOD – DEVELOPING MY LIFESTYLE

Transition Guide Age 19–25

The EHC plan will cease where the young person moves on to higher education, paid work, volunteering or social care services (without education). If the plan continues, an annual review needs to be updated by college staff for the college setting, and by the provider for training programme or supported accommodation.

Where a young person has an ISD plan, they will have one EHC plan. The young person or family will decide whether to keep the previous plan in place to encourage more independence, if there is a need. It is possible, however, that the young person will have to go back to the full EHC needs assessment if there are significant changes. The young person or family may rely on the appropriate support. Steps in place to encourage more independence. If there is a need.

The young person will live at home, independently or in supported living setting and receiving housing benefits. Young person and family need to be aware of the various options with the Local Offer being the starting point. Continue to review the young person’s needs assessment if there have been significant changes. The college setting and by the provider for training programme or supported accommodation.

Continue to explore all possible options including career plan/vocational profile continues to be updated as necessary. Identify key transition points in the pathway and journey are planned as required by the young person. Identify any specialist social care – ensure that the family has information about support they can access including carer’s assessment to review needs. Investigate any specialist social care – ensure that the family has information about support they can access including carer’s assessment to review needs. Investigate any specialist social care – ensure that the family has information about support they can access including carer’s assessment to review needs. Investigate any specialist social care – ensure that the family has information about support they can access including carer’s assessment to review needs.
WHERE TO GET LOCAL INDEPENDENT HELP AND SUPPORT

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

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

www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/information-advice-and-support-service

Brent Carers Centre offers information and support to carers across the borough and advises them about their rights and needs, as well as support for mental wellbeing and help to access respite support and grants.

www.brentcarerscentre.org.uk

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


Other parents/carers

Some families like to speak to other parents/carers about their experiences. Brent Parent Carer Forum (BPCF) is the main network for parents/carers of children with SEND in the borough. For more information about the group visit bpcf.org

BRENT LOCAL OFFER

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

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

**EDUCATION, EMPLOYMENT AND TRAINING**

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

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

**Brent employment portal** information about local job opportunities, apprenticeships, employment events, help and advice and more. [www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers](http://www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers)

**Brent Local Offer** information about services that support children and young people with SEND in education settings, as well details about local schools, colleges and FE providers, local employment and training opportunities. [www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education](http://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/education)

**Brent Start** offers a range of vocational courses for adults at centres across the borough. Courses for adults with learning difficulties are also available and additional learning support is provided for students with disabilities. [www.brent.gov.uk/brentstart](http://www.brent.gov.uk/brentstart)

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

**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 CVs, applications, interview support, motivation and confidence. [www.centrallondonworks.co.uk](http://www.centrallondonworks.co.uk)

**Independent Parental Special Education Advice (IPSEA)** offers independent, legally-based advice and support and training to help get the right education for children and young people with special educational needs and disabilities. [www.ipsea.org.uk](http://www.ipsea.org.uk)

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

**Learning Disability Supported Employment Service** is delivered in Brent by the Royal Mencap Society and aims to secure job opportunities for individuals with recognised learning disabilities. It has a strong employer-engagement function as well as providing clients with job coaching. [www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers/employment-programmes/learning-disability-supported-employment-service](http://www.brent.gov.uk/services-for-residents/employment-training-and-skills/local-jobs-and-careers/employment-programmes/learning-disability-supported-employment-service)

**IPSEA** is the membership association for organisations which offer specialist further education and training for students with learning difficulties and/or disabilities. [natspec.org.uk](http://natspec.org.uk)

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

**Project Search** is Brent Council’s supported internships programme. [www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/project-search-supported-internships-programme](http://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/project-search-supported-internships-programme)

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

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

Community and Adolescent Mental Health Services (CAMHS) provides support for the emotional wellbeing and mental health of children and young people in Brent. [www.cnwl.nhs.uk/service/brent-child-and-family-clinic](www.cnwl.nhs.uk/service/brent-child-and-family-clinic)

Brent Clinical Commissioning Group (CCG) is the NHS organisation that is responsible for planning and buying health care services for Brent residents. [brentccg.nhs.uk](brentccg.nhs.uk)

**INDEPENDENT LIVING AND GETTING AROUND**

Brent Local Offer has information about home to school travel assistance for SEND, as well as discounted travel schemes and passes and help with parking in the borough. [www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/travel-transport-getting-around](www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/travel-transport-getting-around)

Bus and Tram Discount Card People who receive Income Support, Employment and Support Allowance or Jobseeker’s Allowance may be eligible for a bus and tram discount photo card. [www.tftr.gov.uk/fares-and-payments/adult-discount-benefit-pass](www.tftr.gov.uk/fares-and-payments/adult-discount-benefit-pass)

**DISABILITY**

Getting a diagnosis of SEND information about different types of SEND, how to get a diagnosis and post-diagnosis support. [www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/healthy-child](www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/healthy-child)

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

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


Disabled Person’s Rail Card gives people with disabilities one third off adult rail fares. [www.disabledpersons-railcard.co.uk](www.disabledpersons-railcard.co.uk)

Housing in Brent information about the options that are available in Brent for people who are not able to live by themselves. [www.brent.gov.uk/services-for-residents/adult-social-care/other-housing-support](www.brent.gov.uk/services-for-residents/adult-social-care/other-housing-support)

**How we work**

We are working to ensure that people with learning disabilities live independently, with full access to all that London has to offer. We are also working to make public transport accessible for all and we are also working on the Blue Badge scheme. [www.transportforall.org.uk](www.transportforall.org.uk)

**Dial-a-ride**

London 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. [www.tftr.gov.uk/modes/dial-a-ride](www.tftr.gov.uk/modes/dial-a-ride)

**Disabled Person’s Rail Card**

The Blue Badge scheme is for people with severe mobility problems and allows holders to park close to where they need to go. The badge is registered to a person and not to a vehicle. [www.brent.gov.uk/services-for-residents/adult-social-care/support-with-transport-and-parking/support-with-parking](www.brent.gov.uk/services-for-residents/adult-social-care/support-with-transport-and-parking/support-with-parking)

Transport for All has been championing the cause of accessible transport in London for over two decades. [www.transportforall.org.uk](www.transportforall.org.uk)

**Taxi Card**

London Travel Watch (LTW) is the independent, statutory watchdog for transport users in and around London. [www.londontravelwatch.org.uk](www.londontravelwatch.org.uk)

**The Blue Badge**

Taxi Card Scheme 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 hire vehicles and the subsidy applies directly to each trip. [www.londoncouncils.gov.uk/services/taxicard](www.londoncouncils.gov.uk/services/taxicard)

**Disabled Person’s Freedom Pass**

Disabled Person’s Rail Card gives people with disabilities one third off adult rail fares. [www.disabledpersons-railcard.co.uk](www.disabledpersons-railcard.co.uk)

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### MOVING ON CHECKLIST

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<tr>
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<th>Tick Box</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Attend transition reviews held at young person’s school from Year 9 onwards</td>
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<tr>
<td>Visit Brent Local Offer website for information and how to get involved with the local parent carer forum</td>
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<tr>
<td>Visit Brent Local Offer for support when the young person turns 18</td>
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<tr>
<td>Has an annual health check been completed by the GP?</td>
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<td>Make sure young person has a health action plan and hospital passport if required</td>
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<td>Attend transition events</td>
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<td>Ensure you know the names and contact details of professionals involved in the transition arrangements for the young person</td>
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<tr>
<td>Talk to your local professional to ensure the adult social care assessment is completed before the age of 17</td>
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<td>Check the EHC plan is up-to-date and that the adult support plan has been agreed if eligible</td>
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<td>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</td>
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<td>If in receipt of continuing care funding (via NHS), check for continuous health care assessment at age 17.5</td>
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<tr>
<td>Contact Citizens Advice Brent to check benefits entitlement</td>
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<td>Does young person need to consider housing options for independent living?</td>
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<tr>
<td>Explore what support exists in the community including local community centres, libraries, charities and groups</td>
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### COMMUNITY PARTICIPATION

**Brent’s Local Offer** has details about activities, sports and things to do for children and young people with SEND. [www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/activities-sports-and-things-to-do](http://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/activities-sports-and-things-to-do)


**Volunteering Matters** works in partnership with local organisations and businesses to help disabled people actively volunteer (via supported volunteering if necessary) and contribute to their community. [volunteeringmatters.org.uk](http://volunteeringmatters.org.uk)
Benefits
Check child is receiving all the benefits that they may be entitled to. Consider getting a benefits check at your local Benefits Agency office, Citizen Advice Brent or Brent Carers Centre.

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

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

Information and advice
Visit websites including Brent’s Local Offer, Brent Children and Families Information Service (CFIS) and Brent SENDIASS.

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

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

Network
Join Brent Carer Parent Forum (BPCF) to exchange information and get mutual support.

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

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

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

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

Travel
Encourage independence as much as possible. Plan and practise routes and get a valid Oyster Travel card.

19-25 options
Explore options such as employment (The Harrington Scheme, The Job Centre’s Central London Works programme), supported internship opportunities or local apprenticeships.

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USEFUL ACRONYMS

AAC Augmentative and Alternative Communication
AAD Adaptation, Assistive Devices
ALP Alternative Learning Provision
ANSD Auditory Neuropathy Spectrum Disorder
ARC Alternatively Resourced Centre
ASD Autism Spectrum Disorder
AWPU Age-weighted Pupil Unit (funding related)
BOO Basket of Opportunities
BSL British Sign Language
CAMHS Child and Adolescent Mental Health Services
CLDD Complex Learning Difficulties and Disabilities

TOP TIPS

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**EYFS**  
Early Years Foundation Stage

**FRIENDS**  
An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.

**HI**  
Hearing Impairment

**LA**  
Local Authority

**LI**  
Language Impairment

**LINS**  
Low Incidence Needs Service

**MSA**  
Midday Supervisory Assistant

**MSI**  
Multi-Sensory Impairment

**MAPPA**  
Multi-Agency Protection Arrangements

**NaSIP**  
National Sensory Impairment Partnership

**NPSLBA**  
National Programme for Specialist Leaders of Behaviour and Attendance

**NVC**  
Non-Verbal Communication

**OT**  
Occupational Therapist

**PECs**  
Picture Exchange Communication System

**PHSE**  
Personal, Social, Health and Economic Education

**QFT**  
Quality First Teaching

**QTMSI**  
Qualified Teacher of the Multi-Sensory Impaired

**QTVI**  
Qualified Teacher of Children and Young People with Vision Impaired

**SALT**  
Speech and Language Therapy

**SEAL**  
Social and Emotional Aspects of Learning

**SILVER SEAL**  
An early intervention for children who need additional support in developing their social, emotional and behavioral skills.

**SEMH**  
Social, Emotional and Mental Health

**SENAP**  
Special Educational Needs Advisory Panel

**SENCO**  
Special Education Needs Co-ordinator

**SEND**  
Special Education Needs and Disability

**SLCN**  
Speech, Language and Communication Needs

**SLD**  
Severe Learning Difficulties

**SLT**  
Speech and Language Therapist

**SMART**  
Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)

**SSE**  
Sign Supported English

**TA**  
Teaching Assistant

**TAF**  
Team Around the Family

**ToD**  
Teacher of the Deaf

**VI**  
Visual Impairment

**VOCA**  
Voice Output Communication Aids

**YOS**  
Youth Offending Service

For an extended glossary of SEND terms, visit [www.brent.gov.uk/media/16413184/send-glossary-may-2019.pdf](http://www.brent.gov.uk/media/16413184/send-glossary-may-2019.pdf)