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**Appendix A**

Implementation plan- separate document

**Appendix B**

**PFA MEMBERSHIP 2021**

|  |  |
| --- | --- |
| Agency | Name |
| SEND | Eva Gunkova, Janice Heath |
| Education business effectiveness and links to post 14 strategy (Voluntary sector/ social prescribers, local employers/education) | Lindsay Jackson/Linda Leigh |
| Parent Forum | Carol Prideaux/or Sarah |
| SENDIASS Youth Forum | Asta/Assia |
| Waltham Forest College | Lizz Tattle – Head of Support and Inclusion ([Lizz.Tattle@waltham.ac.uk](mailto:Lizz.Tattle@waltham.ac.uk)) |
| Sixth forms – Leyton | Ann Faal ([ann.faal@leyton.ac.uk](mailto:ann.faal@leyton.ac.uk)) |
| Special schools with Sixth Forms (study programs) | Gosia Klosek ([Gosia.Klosek@limetrust.org](mailto:Gosia.Klosek@limetrust.org))  Mihaela Chowdhury ([Michaela.chowdhury@limetrust.org](mailto:Michaela.chowdhury@limetrust.org)) |
| Mainstream Secondary 2x | Cally Halkes – Vice Principal Highams Park School  [c.halkes@highamspark](mailto:c.halkes@highamspark), ([ghoward-smith@highamsparkschool.co.uk](mailto:ghoward-smith@highamsparkschool.co.uk))  Sally Devlin – SENCO AT NORLINGTON SCHOOL  [sdevlin@norlington.school](mailto:sdevlin@norlington.school) |
| ASC | Alam Khan / Denise Darling-Grant |
| CSC | Kobus Grobbelaar |
| Health DCO, public health, adult health | Vikki Monk-Meyer/ Nicola Ellis |
| Commissioning | Katy Briggs/Anna Saunders |
| YOS | Tracey Goddard |
| Education Psychology | Heather Cooke |
| Police | Seb Florent ([Seb.P.Florent@met](mailto:Seb.P.Florent@met).police.uk) |
| Housing | James McHugh |
| Early Help | Sade Ajayi |

**Appendix C**

**Existing programmes in Waltham Forest**

**PRE-INTERNSHIPS-**

**Tottenham Hotspur** <https://www.tottenhamhotspur.com/the-club/foundation/employment-skills/>

Pre-Internships prepare young people for an Internship.  Young people will learn how to present themselves to an employer, how to write an application and will gain work-experience, whilst still undertaking a study programme.

At Tottenham Hotspur pre-internship programme, young people can gain experience working on the grounds of the football site whilst still studying at the college.

**INTERNSHIPS****:**

**a) MENCAP** [https://www.mencap.org.uk/interns-and-outcomes](https://protect-eu.mimecast.com/s/wrGgC16LvIn3zzPfppQxc?domain=emea01.safelinks.protection.outlook.com)

Mencap is a UK charity that provides support for people with learning disabilities and their families. They provide employment advice to individuals as well as employers looking to hire someone with a learning disability. Mencap also have a range of traineeships, apprenticeships, and internships. This includes Employ Me London which provides skills training, employment workshops, work experience and other activities for young people with a learning disability, a learning difficulty or autism. Mencap’s work with partner organisations, from schools to the Financial Times helps to make it a successful organisation, showing the importance of employer engagement.

The MENCAP employment programme will identify an employer for young people and will find an internship in an area that they are interested in.

**b) PROJECT SEARCH** [https://www.whitefield.org.uk/projectsearch](https://protect-eu.mimecast.com/s/nHarC36NxI7qAAyTQLKkM?domain=emea01.safelinks.protection.outlook.com)

The Project Search Internship is based in the public sector in local hospitals.  Young people will undertake experience in three areas of the hospital, and this will give them the chance to find a place in the hospital that they would like to work in. To find out more about project search click the link below:

Project Search will be named on the Education Health and Care Plan. this will need to be raised in the annual review in year 11 so it can be named on their EHCP before the March 31st deadline.

Project Search is an international, well established transition to work programme for people with learning disabilities and autism that want to work. It combines training and coaching with real-life work experience and around 60% of those that complete the programme achieve employment. Whitefield Academy Trust and Barts Health NHS Trust established Project Search in Waltham Forest in 2013 to run a supported internship programme at Whipps Cross Hospital. They have continued to run the programme even through the coronavirus

pandemic, adapting to working from home and social distancing. Interns rotate through three placements and have support from job coaches and tutors to develop and build their own job portfolio. The scheme has been very successful, regularly achieving employment outcomes of over 70% which is a great example for Waltham Forest Council to learn from in aspiring to establish our own supported internship programme.

**c)  ELLINGHAM** **-SEND Coffee**

SEND Coffee is a charity that offers training and job opportunities to people with special needs or disabilities. They provide a barista course with 1:1 mentoring in partnership with Ellingham Employment Services. Once trainees complete the course, they are supported to get a job at partner businesses. As coffee roasters, they have a network of employers they work with to encourage employing their skilled trainees. Their network includes a training café in Newham, with partner coffee shops in other London boroughs. SEND Coffee, Ellingham and Waltham Forest College are currently partnering to train college students with SEND to be baristas.

* **I Can Venture** [**https://www.ellingham.org.uk/i-can-ventures**](https://www.ellingham.org.uk/i-can-ventures)

I Can Ventures offer a range of modern, fun and [**quality activities**](https://protect-eu.mimecast.com/s/3vphC46OyIYg00DuMNE5F?domain=emea01.safelinks.protection.outlook.com) for people with Learning Disabilities.

The day activities are based upon on 4 pillars of empowerment: Independence, Work, Healthy Living and Inclusion. Activities take place both in house and out in the community. There are good local transport links.  There are also work related opportunities to participate within one of the [**Social Enterprises**](https://protect-eu.mimecast.com/s/dFr6C57PzUgEjjXuNxGfi?domain=emea01.safelinks.protection.outlook.com).

Ellingham are an ASDAN accredited centre and offer a range of programmes and qualifications to develop key skills, skills for employment and life skills.  They will help young people to develop a learning programme and track their goals and achievements.

* **APPRENTICESHIPS** [https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch](https://protect-eu.mimecast.com/s/Fjb1Cgp09FP900oSk2R_h?domain=emea01.safelinks.protection.outlook.com)

Apprenticeships support young people to gain experience and at the same time study for a qualification. Waltham Forest has a sports apprenticeship with GLL who operate the Better Gyms

[https://www.gllcollege.co.uk/apprenticeships/](https://protect-eu.mimecast.com/s/PW7nC99WEIRQ33lIqo79C?domain=emea01.safelinks.protection.outlook.com)

There are also national websites where young people can find an apprenticeship. Most colleges also have links to apprenticeships

**Employment and training**

* **DEPARTMENT FOR WORK AND PENSIONS (DWP)**

The DWP operates through local job centres and offers supported employment options for people with disabilities and health needs.

* The Work and Health Programme is run by Maximus in Waltham Forest. In Waltham Forest this is run by Shaw Trust.  The Intensive Personalised Employment Support programme includes 15 months pre-employment support then 6 months' support while an individual is in work to help sustain a new job
* They provide tailored action plans for each individual on the programme according to their needs in skills, training, health and wellbeing. Maximus work with many other organisations to enable p eople to receive

By working closely with the local Job Centre Plus (JCP), Waltham Forest Council can increase awareness of these opportunities with our service users to encourage people to speak to a work coach at a job centre who can then refer them to these programmes.

**Work Coaches** are based within the local JCP and young people get personal support to help to:

* identify young people employment needs
* match young people skills to work that’s available
* put young people in touch with employers
* find long-term employment
* get training to help young people find work
* manage health problems to reduce their impact on work

**Appendix D.**

**Preparing for Adulthood Guidance**

# **Transitions and Preparing for Adulthood (PfA) Guide (16)**

# **Introduction**

Our vision in Waltham Forest is for all children and young people with special educational needs and/or disabilities (SEND) aged 14-25 living in WF have good social relationships, stay healthy and are supported to become as independent as possible.

Waltham Forest Council, Waltham Forest Clinical Commissioning Group (CCG), North East London Foundation Trust (NELFT), Education, Police, SENDIASS Youth Forum and Parent Forum have high ambitions for all young people focusing on preparing them for adulthood at age 14 years, and will work together to inspire and support children and young people  **to be resilient and healthy** have fulfilling lives.

We aim to continue this work and strengthen our offer in relation to the following four main areas:

**independent living** – Feel connected within community enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living.

**participating in society** – Be Resilient and Independent including having friends and supportive relationships, and participating in, and contributing to, the local community.

**education, employment, training and volunteering** – Be Ambitious and enable young people to reach meaningful occupation and/or employment

including exploring different training options such as supported internships, apprenticeships and traineeships, support for becoming self-employed and help from supported employment agencies.

**being as healthy as possible in adult life** – Improve young people’s understanding of their health and wellbeing needs’

including how to stay safe, achieve good health/well-being, knowing what health services are available and how to access them.

# **About this guide**

## **WHAT IS TRANSITION?**

This guide is about transition to Adulthood. Transition means change, such as when moving from children, school and families services to adult services. This can be from the age of 14 years to 25 years. Transition also means changes that happen in a person’s life, like getting a job, finding somewhere to live and being more independent.

**WHO IS THIS GUIDE FOR?**

This guide is for parents and carers and the professionals working with children and young people in the borough who have accessed SEN support at school, are home educated and/or have an Education Health and Care plan. It outlines the information, advice, support and services to help young people to achieve their best outcomes.

Please also refer to our ‘Easy Read’ guide for young people.

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**EARLY PREPARATION**

It is never too early to start preparing for adulthood. Parents and professionals can start these discussions at any time with young people to help them understand their own interests and aspirations for the future.

1. What does your child enjoy? (either at school or home)
2. Do they have any hobbies/interests?
3. What kind of activities do they show an interest in?
4. When you think of your child:

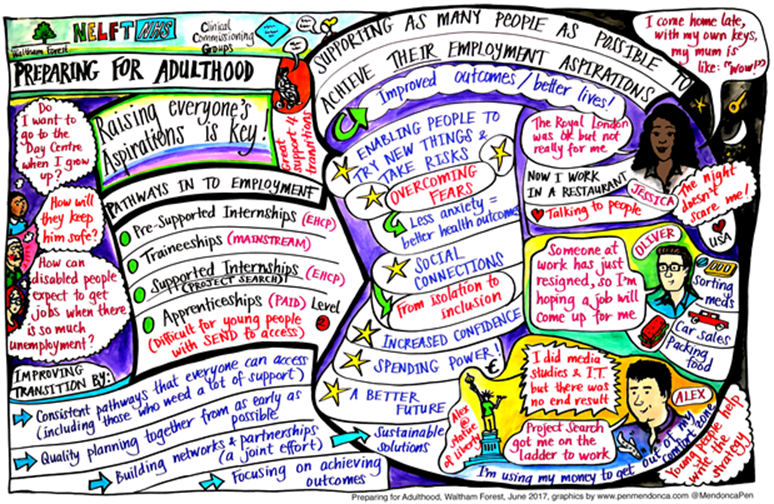
* Do they like being with people?
* Do they like working with animals?
* Do they prefer working outside or indoors?
* Do they like arts/music?
* Do they show a creative attitude?
* Do they like working with their hands?
* Do they like order, detail or numbers?

1. Are they outgoing or do they like to keep to themselves?
2. How do they like to learn?
3. What is important to them? (e.g. staying near home or being independent)
4. Do they want to discover new places and people?
5. What kind of environment suits them, busy and noisy or quiet?
6. Do they know what work they want to do?

Having the above conversations will help you and your child understand what motivates them and what they want to do in adulthood. They can also be part of discussions at school during reviews.

**SCHOOLS & PREPARATION FOR ADULTHOOD 0-14**

Topics taught in school from the ages of 0-14 may not be called ‘Preparing for Adulthood’, however many things taught at an early age do plant the seeds for work that will be done later. For example enjoyment of lego may lead to an interest in being a car mechanic.



**LEGAL RESPONSIBILITIES OF THE LOCAL AUTHORITY**

This guide sets out how services should work together to support young people with special educational needs, disabilities, learning difficulties and mental health needs, to prepare for adult life.

The local authority has the following legal responsibilities for young people in year they are 14 years, up to 25 years including :

* information, advice and support is available directly to young people; independent of their parents if that is what they want
* reviews of EHC plans for young people from age 13/14 (Year 9) , are focused on preparing for adulthood
* access to support from an independent careers advisors. The school and college will need to arrange this.
* services provided by the local authority and Adult social care and housing help prepare the young person for adulthood
* timely Adult social care transition assessment for young people with SEND or disabilities if needed

This guide will help you parents and professional, and young people themselves, to understand how Waltham Forest implements its duties

# 1.0 When do young people start to make decisions for themselves

The Special Educational Needs and Disability (SEND) Code of Practice 2014, states that local authorities and partner agencies should involve children and young people in all decisions that affect them.

After the age of 16 years, young people are the decision maker rather their parents. Parents can still be involved in discussions about the young person’s future. There is more information about this in the section below called ‘Mental Capacity Act’.

Young people can ask parents and relatives for help with:

* attending meetings
* filling in forms
* getting letters on their behalf.

This is important for young people who are 16 or 17 years old, as parents still have responsibility for them until the young person is 18 years old

After the age of 16 years, young people have the right to make requests and decisions under the Children and Families Act 2014 without their parents. This includes the right to:

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

Parents and family members can support young people to make decisions, or act on their behalf if this is what they want. The local authority, schools, colleges, health services and other agencies should continue to involve parents until young people are 18 years old, although the final decision lies with the young person.

**INFORMATION, ADVICE, SUPPORT & ADVOCACY**

A family member, friend, advocate or independent advocate appointed by the Council can help the young person to represent their interests. Information on local advocacy services can be found at:

Independent Advocacy Citizen’s Advice Services - https://www.walthamforest.gov.uk/content/independent-advocacy

Advocacy for people with mental health need -<https://www.pohwer.net/waltham-forest>

Advocacy for people with acquired brain injury - [**https://ch1889.org/waltham-forest-advocacy**](https://ch1889.org/waltham-forest-advocacy)

**Citizens- -**

Young people and their families can contact [SENDIASS](https://www.walthamforestsendiass.org.uk/), the Independent Advice and Support Service, at any time for advice and support on services for people with special educational needs and disabilities Tel: 020 3233 0251

<https://www.walthamforestsendiass.org.uk/>

Young people can contact the service directly with questions from the age of 14 years, with their parents consent.

# [2.0 What happens if young people find it difficult to make decisions?](#_2.0_What_happens)

The Mental Capacity Act 2005 (MCA) relates to people aged 16 years and over. It is assumed a person can make their own decisions unless an MCA assessment has shown that they cannot. More information is here:

<https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/>

and also here:

[https://www.mencap.org.uk/advice-and-support/mental-capacity-act](https://www.mencap.org.uk/advice-and-support/mental-capacity-act#:~:text=The%20%E2%80%98Mental%20Capacity%20Act%E2%80%99%20is%20an%20important%20law,the%20support%20they%20need%20to%20make%20those%20decisions).

These assessments are made by a social worker or a professional who knows the person well, and need to be about decisions that young people are trying to make.

If they cannot make a decision, The Mental Capacity Act says that they should be helped to make decisions for themselves, but if they cannot, then a decision may be taken in their best interest after this has been discussed with the young person, the professionals that work with them and those who advocate on their behalf.

Sometimes a person can make a decision that their parents or those close to them do not agree with, but it must be remembered that the person may not always make wise and well informed decisions, just like any other adult!

If there are worries that the decision the young person is making is unwise, e.g. not taking your medicine, then professionals may meet in a ‘best interests’ meeting. This meeting will decide what is the best course of action.

If it is found that the young person needs support with the majority of decision making, parents or carers can apply to the Court of Protection to become a Deputy. If awarded, they can make decisions on financial and welfare matters after the young person is 18 years old. 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 people 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 – this is a decision that needs to be taken if a young person is attending a residential school

### The right to make decisions for someone else- Power of Attorney or Deputyship?

How decisions are made for someone else will depend if the disabled person can make decisions for themselves. The law calls this 'mental capacity'.

**Power of attorney (POA)**

A power of attorney is only useful if someone is over 18 and has mental capacity. POA only gives a person the right to make decisions for a disabled person if they do not have mental

capacity now for financial decisions. The person must agree and sign the POA form. This could give the person the right to make decisions in the future if the disabled person's condition changes and they then do not have mental capacity.

If someone does not have mental capacity, the Court of Protection could give you this right by making a parent or carer a Deputy.

**Deputyship**

A parent or carer could get the legal right to make decisions for someone if they cannot make their own decisions. More information is here: [**www.gov.uk/become-deputy**](http://www.gov.uk/become-deputy)

[**Apply to the Court of Protection (GOV.UK)**](https://www.gov.uk/courts-tribunals/court-of-protection)

The Court will decide if the person has mental capacity. If the person does not, the court will decide if a parent or carer should have the right to manage the person's finances.

# [3.0 How will the Education Heath and Care Plan (EHC plan) support with Preparation for Adulthood?](#_3.0_How_will)

**Reviews**

The EHC Plan should be used to identify aspirations and turn these aspirations into practice. Sometimes young people need support with this through careers advice and guidance about what they want to do in the future. This should be in the Education, Health and Care Plan. Outcomes in the plan should relate to preparation for adulthood.

Careers Advice will be arranged by the **mainstream** or **special school** as outlined here: <https://thehub-beta.walthamforest.gov.uk/careers-statutory-guidance>

The school or college will need to buy this service from the WF council website in the hub (traded section)

There is also information on the Waltham Forest Website on employment. This can be found at:

<https://www.walthamforest.gov.uk/content/youth-employment-hub>

How young people achieve their aspirations is actively monitored and supported through the annual review process.

Young people aged 14-19 that continue education, and those who have an EHC plan, aged

up to age 25, should have a clear study plan. The plan should enable young people to achieve the best possible outcomes in adult life. The Year 9 EHC plan review (aged 14 years) and every annual review after that, must focus on preparing for adulthood. This should include the following areas:

* finding suitable post-16 pathways that lead to outcomes for employment or higher education;
* training opportunities;
* finding a job and help to understand benefits;
* preparing for independent living, including exploring decisions
* helping you understand health needs and how they can be met

### The Annual Review process

The annual review should discuss:

* if the person wants to stay in education
* the sort of job the might want to do
* where they want to live in the future and the support they will need;
* housing benefits and money matters
* if they need support to look after themselves in the future and eligibility for social care
* maintaining good health and wellbeing in adulthood
* helping them understand which health professional will work with them. This may include the production of a Health Action Plan, and prompts for annual health checks for young people with learning disabilities from their GP
* travel support to enable independence
* participating 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 person.

### The Year 9 – year 14 Annual Review will focus on support with:

* Education,
* Health and Well-being,
* Community Interaction and engagement
* Future living arrangements
* Transition of services to adult health and adult social care

for more information on preparing for on year 9 annual review, and onwards look here:<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/year-9-annual-review-guide.htm>

## **Choosing a school or college (Post 16)- Year 11 Annual Review**

The timing of the year 11 annual review is important. The Local Authority will need to update the plan with the young person’s chosen destination by the 31st March. They need to have chosen the course and college before December to make sure they get the destination they want.

Colleges and settings have open days. Young people should visit the colleges to make sure they are choosing a setting and course they want. Young people could ask to look around colleges earlier so they know what the building looks like.

Transition planning will start from March onwards but will vary from setting to setting.

At the annual review the school will ask young people to consider their preferred school sixth form or colleges. Applications need to be in by January or February. Young people can apply earlier if they are confident about the choice of setting they want to attend.

If the young person is happy to share information about their Education, Health and Care Plan, the Local Authority SEND team will **consult** with the preferred education setting from February onwards, and give the setting 15 days to respond. That is to see if they can meet the young person’s needs.

The law says that the Local Authority, when consulting, gives the education provider the right to consider, in accordance to the SEND Code of Practice whether:

(a) the school/college is suitable to the young person’s age, ability, aptitude or SEN

(b) the placement would be compatible with the efficient education of the other young people with whom you would be educated,

(c) the placement would be compatible with the efficient use of resources. **Post**

### H**ow schools and colleges can 6**[help](#_How_schools_and)

Schools and colleges should also provide young people with independent careers advice. The advice will help with career aspirations and 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 what they want to do.

Schools and colleges should ensure courses, do not repeat learning young people have already completed.

If the young person has an EHC plan, it may be possible to fund packages of support across education health and social care that cover five days each week, and include activities out of college. The support package may be in a range of community settings.

The 16-19 Bursary Fund helps 16–19-year-olds continue further education by helping to pay for the cost of transport, food or equipment. Young people in Care, Care Leavers and people with disabilities can make an application to their college for up to £1200. See the Gov.uk website on:

<https://www.gov.uk/1619-bursary-fund>

## How support for young people with special educational needs and disabilities at college is funded

Some young people with SEND have their needs met from the college’s core funding. If the cost of support is more than the core funding, additional funding (known as Top-up) can be paid by the local authority where the young person lives. This is part of the High Needs Funding system. High Needs Funding is for:

* students aged 5 to 18 with an EHC plan
* 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 Education and 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.

There may be times when the college asks for fees and these will be based on any trips or field studies or specialist equipment, for example; uniforms for hairdressing.

## What types of Colleges are there?

Young people can choose to:

* Stay at your current school if it has a sixth form
* Move to a sixth form college
* Go to your local Further Education college
* Move to a Supported Internship, Apprenticeship or Traineeship

Each setting will have its own applications process.

#### School Sixth Form in the current school

If young people wish to stay on in their current school sixth form, then it is important that they understand what the entry requirements are for the courses that they choose. The head of year should be able to tell young people about this or it will be published on the school website. Young people will need to follow the school sixth form application process and be aware that this may be earlier than if they were leaving school to attend a 6th form college. Young people can look on the 6th form’s websites to find information on open days and visits.

#### Sixth Form College

If young people wish to attend another school sixth form, then they will need to check which A levels are being offered, and what the entry requirements are. Young people should be able to find this out on the college websites. Young people will need to follow their application process to secure a place.

#### Special School

If young people are planning to stay on in special school, they should fill in the “preferences form” sent by the SEND team so that they can plan and make sure that young people have all the right support.

#### General Further Education College

If young people decide that they want to go to college to undertake qualifications that will enable them to gain employment, then they will need to apply to colleges in September of the previous year. Young people should attend Taster days in the Summer Term. They can ask if the colleges will allow additional taster days if they more time to make a decision.

Each college will have their own entry criteria. Young people should check their websites to choose the best course, and when they should apply. Some colleges have more than one recruitment process in a year, so they need to ask the colleges when they will be recruiting.

If young people are going to Waltham Forest College, all the courses are published online, and they can apply online. Once the college receives their application form then they will contact the young person for an interview.

If young people are not successful for their chosen course, the college may offer them another course that will enable them to get onto their chosen course the following year or within year. Please ask the colleges about this.

#### Preparing for a college interview

Young people should ask their school to support them from year 9 onwards in practising preparing for an interview, and in writing a Curriculum Vita (CV).

The timing for the applications for Waltham Forest College applications is below as an example:

|  |  |
| --- | --- |
| **Timeframe** | **Stage** |
| January/February | Fill out college application form (tick EHC section) |
| 4-6 weeks after their application is received (January onwards) | Invited to attend curriculum interview (email EHC and supporting documents to [learning.support@walthamforest.ac.uk](mailto:learning.support@walthamforest.ac.uk))  Young people may need to complete an assessment to check their eligibility for the course in English and Maths |
| By end of March | Inform the LA SEND officer of chosen course by emailing [sen@walthamforest.gov.uk](mailto:sen@walthamforest.gov.uk) |
| Before Easter | The LA SEND will contact WFC and sent a consultation |
| April/May | Attend learning support interview at the college |
| June/July | Transition/taster days |
| August 23rd Onwards | Fully enrol at the SEND enrolment day with support staff – young people will be booked for a personal appointment |
| September | Induction and first day (timetable received) |

If young people are going to a college that is outside of Waltham Forest, they may be able to apply online on their websites like the one above. Not all colleges have an online application process.

### Your Rights

If your son or daughter does not wish to let the education provider know that they have an Education, Health and Care plan, they do not have to. However, this could mean that the young person will not get the support that they need, and this could prevent them from succeeding on their course.

### Things to know about course Levels

Pre- Entry Courses, Entry 1, Entry 2, Entry 3 and Asdan courses are the first level of courses in a college. They will prepare young people to either become more independent, or to improve their life skills.

Level 1: These courses are equivalent to GCSE Grade 4

Level 2: These courses are grade 5 and above

Level 3: These courses are A level equivalent

Level 4: These courses are equivalent to first year of university.

# Ceasing an Education Health and Care Plan

Young people will keep their plan if they go to college. A local authority can only cease to maintain an EHC plan if it determines that it is no longer necessary for the plan to be maintained. This would be if:

* Young people have taken up paid employment (excluding apprenticeships);
* Young people have started higher education (university);
* Young people are aged 18 or over and have left education, and no longer wish to engage in further learning
* Young people are 25 or over
* Young people have met their outcomes as specified in their EHCP.

The local authority will do this by issuing a “cease to maintain notice” in writing stating the reasons why. They will do this after consulting with young people, parents and head teacher of the school or college. You and your son/daughter can appeal if you disagree with the Local Authority’s decision by contacting the SEND team in the first instance on senteam@walthamforest.gov.uk. If they are not able to resolve your concerns, and are still unhappy with the decision, you can ask for support from SENDIASS

## What happens if the young person wants to go to University?

To get into a university course, the right A levels and GCSEs are needed. Choosing the right GSCE options at year 9 is important.

Before thinking of going to university, young people should consider:

* What course do I want to do?
* What career opportunities will it provide me with?
* Do I want to live near home or further away from home?
* What support will I need?

It is important therefore that young people check and visit the university that they are interested in during Year 10 and Year 11 and that they follow their application process. It is important to visit universities in year 12 and 13, and do a UCAS application during year 12 and at the beginning of year 13. Young people can ask colleges for help with preparation of their personal statements. Do not forget to include achievements such as Duke of Edinburgh Awards, any peer mentoring, support or tutoring young people have carried out.

The Young person will have to apply through UCAS for a place. UCAS will inform the person of what to do if they do not get their predicted grades.

If the young person believes that they will still need support to access the course of their choice, they will need to apply for a Disabled Students Allowance (DSA). They will need to apply for this at least six months in advance for it to be available when they start their course.

If the young person requires any social care or health input, then they should contact the Local Authority and Health authority in the area where the university is, and they will provide the relevant support.

Once started at University, the local authority will cease the Education, Health and Care plan. Please discuss with the SEND Case officer if the young person has any support needs so that they can help with any transition arrangements. (See [Higher Education on the local offer website)](https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/landing.page?directorychannel=1-2-2-4&localofferagebands=3)

<https://www.ucas.com/>

<https://www.gov.uk/disabled-students-allowances-dsas>**ptions**

# 

# 4.0 What happens after school or college?

The young person might want to access employment support or training. They will keep their EHCP if they go into a Supported Intern**ship**, Intern**ship** or Apprentice**ship**. These types of support into employment are called ‘the three ships’ in Waltham Forest. Their Education Health and Care Plan will not cease until they have a plan to meet the young person’s needs in all the areas e.g. Independence, support into society, staying healthy and getting a job.

If young people are working full time their Education Health and Care Plan will cease.

## **EMPLOYMENT PROGRAMMES**

If young people do not want to enter an education programme, these are the options that can be considered to enter employment.

Internships – these are employment programmes where young people can have the option to either learn about a job with support or learn about different roles in a job.

For some Internships young people will receive an allowance and others will receive a reduced salary but will gain all the experience to work in the company and gain a recognised qualification.

Supported Internships: These are jobs where young people will be shown how to do a job with a job-coach.

In Waltham Forest, we are always developing our internships. Most of the local colleges now develop their own internships: The following internships are available:

* Interns and Outturns with MENCAP
* Project Search.
* Ellingham

### MENCAP

The MENCAP employment programme will identify an employer for young people and will find an internship in an area that they are interested in.

<https://www.mencap.org.uk/interns-and-outcomes>

### PROJECT SEARCH

The Project Search Internship is based in the public sector in local hospitals. Young people will undertake experience in three areas of the hospital, and this will give them the chance to find a place in the hospital that they would like to work in. To find out more about project search click the link below:

<https://www.whitefield.org.uk/projectsearch>

Project Search will be named on the Education Health and Care Plan. this will need to be raised in the annual review in year 11 so it can be named on their EHCP before the March 31st deadline.

### ELLINGHAM

#### I Can Venture

I Can Ventures offer a range of modern, fun and [**quality activities**](https://www.ellingham.org.uk/Pages/Category/courses-and-activities/) for people with Learning Disabilities.

The day activities are based upon on 4 pillars of empowerment:

* Independence
* Work
* Healthy Living
* Inclusion

Activities take place both in house and out in the community. There are good local transport links.  There are also work related opportunities to participate within one of the [**Social Enterprises**](https://www.ellingham.org.uk/Pages/Category/our-social-enterprise/).

Ellingham are an ASDAN accredited centre and offer a range of programmes and qualifications to develop key skills, skills for employment and life skills.  They will help young people to develop a learning programme and track their goals and achievements.

## <https://www.ellingham.org.uk/i-can-ventures>

## **Pre-Internship**

Pre-Internships prepare young people for an Internship. Young people will learn how to present themselves to an employer, how to write an application and will gain work-experience, whilst still undertaking a study programme.

### 

### Tottenham Hotspur

At Tottenham Hotspur pre-internship programme, young people can gain experience working on the grounds of the football site whilst still studying at the college. To find out more contact Tottenham Hotspur pre employment programmes which is run with Waltham Forest College:

<https://www.tottenhamhotspur.com/the-club/foundation/employment-skills/>

## Apprenticeships

Apprenticeships support young people to gain experience and at the same time study for a qualification.

There are national websites where young people can find an apprenticeship. Most colleges have links to apprenticeships. Contact the college to see if it would be suitable.

Waltham Forest also have a sports apprenticeship with GLL who operate the Better Gyms

<https://www.gllcollege.co.uk/apprenticeships/>

National Apprenticeships website: <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Internships

<https://www.mencap.org.uk/interns-and-outcomes>

<https://www.whitefield.org.uk/projectsearch>

**Employment and training**

# 5.0 Accessing Social Care support if needed

The local authority has a duty under the Care Act 2014 to carry out a needs assessment for young people, if the person thinks they will need support once they turn 18.This may lead to:

* services to support young people
* a carer
* signposting to services in the community so young people can remain as independent as possible.

The SEND officer will complete a Care Act Screening tool at 17 years. Before the young person is 18 years, a social worker will start to do a Care Act Assessment.

### Care Act Screening Tool (CAST)

The Care Act Screening Tool will be used to help young people plan for the future. It will ask a series of questions about their needs. The service will use this information to make sure that when young people are ready to leave education, we will have the right staff and support services in place for young people.

### Care Act Assessment

During the Care Act assessment, a social worker will identify with the young person and their family any support needs. If young people are getting support from family at home, including siblings or family friends then they can also ask for a Carers assessment - see here for more information;

* <https://www.carersfirst.org.uk/waltham-forest/carers-assessments-waltham-forest>

Once the persons needs have been identified, the social worker will talk through options with young people and their parent or carer. This could include:

* Attendance at a Day Centre
* Direct payment
* Domiciliary Care
* Medical Support – such as Occupational Therapy, psychological support, physiotherapy etc
* Respite care – this might mean going out of the home or people coming to the home to give the young person and their regular carers a break

If young people have had respite services or personal budget in children’s services, and qualify for services in adulthood, young people can ask for a personal budget to become a direct payment

With a Direct Payment young people can be given the money for some services and or manage the money themselves. This means young people are responsible for buying the support or service and paying for it.

#### Advice and Support with Direct Payments

Having a Direct Payment is one way of taking a Personal Budget, but it is not the only way, and young people do not have to do it on their own. It is also possible to have a Third Party Arrangement to manage a Direct Payment. The Local Authority or Clinical Commissioning Group must explain these options to young people and tell them what they can spend their Personal Budget on. They must also tell young people about the local organisations that can help and advise them. For example [Citizens Advice Waltham Forest](https://www.citizensadvice.org.uk/) ,[SENDIASS](https://www.walthamforestsendiass.org.uk/) or [Waltham Forest Parent Forum](http://www.walthamforestparentforum.com) may be able to help.

#### What can Direct Payments be used for?

Young people can request Direct Payments from all services. For social care, local authorities must offer Direct Payments.

For education and health care, there are some conditions:

Direct payments can be used for special educational provision in a school or college only if the school or college agree. Local authorities can refuse a Direct Payment for special educational provision if it would make things worse for other children and young people with an EHC plan, or if it would be an inefficient way to pay for services.

For health direct payments, there must be agreement about managing risks. A named person who will be responsible for managing the healthcare that’s been agreed in a young person’s plan. NHS organisations will also want to ensure value for money.

For further information on Personal Budgets and Direct Payments see the Kids website:

[Making it Personal: A Family Guide to Personalisation, Personal Budgets and Education, Health and Care Plans](http://www.kids.org.uk/mip2)

# **[6.0 Finance and Benefits](#_5.0_Finance_and)**

## **Benefits**

The benefits system can be complicated because it is different for everyone. Young people need to understand which benefit they need to claim and how their claim will benefit the young person and their family.

If the person is on a low income, have an illness or disability, or are a carer, they may be

entitled to claim for extra money from the [Department for Work and Pensions](https://www.gov.uk/browse/benefits) to help them with living costs.

To can find out what young people might be able to claim look on the websites below.

[GOV.UK – Benefits Calculators](https://www.gov.uk/benefits-calculators)

For more information young people can also contact [Citizens Advice Waltham Forest](https://www.citizensadvice.org.uk/local/waltham-forest/)

Further information about benefits can also be found in the following guide:

[**Money Matters: Information for Parents of Disabled Children in England and Wales**](https://contact.org.uk/media/1637546/money_matters_england_and_wales.pdf)

#### When young people become 16 years old Disability Living Allowance will cease and young people will need to apply for PERSONAL INDEPENDENCE PAYMENT(PIP)

Personal Independence Payment (PIP) is a benefit that replaces Disability Living Allowance (DLA) for people between 16 and state pension age.

Although PIP looks similar to DLA in some respects, it uses entirely different rules to decide whether young people qualify for the benefit, and at what rate.

Most people will also be asked to attend a face-to-face meeting with a health professional when they are being assessed for PIP.

PIP is similar in some ways to DLA – it is not means-tested and is not based on National Insurance.

PIP has two components, Daily Living (instead of Care) and Mobility. There are two rates of each component. There is a daily living component and a mobility component. Depending on the person’s needs, young people may qualify for one of these components, or for both at the same time.

PIP is not means-tested so it makes no difference what savings or income young people have. It can also be paid regardless of whether they are working, and it does not depend on National Insurance contributions.

If the person starts to get PIP this does not mean that they will lose any benefits.

For more information on PIP go to: [pip\_guide.pdf (contact.org.uk)](https://contact.org.uk/media/1391178/pip_guide.pdf)

#### EMPLOYMENT & SUPPORT ALLOWANCE (ESA)

Employment and Support Allowance (ESA) is a benefit for people over 16 whose capacity for work is limited by their health problems.

There are two types of ESA: contributory ESA, and income-related ESA.

Most young people can no longer get Employment and Support Allowance (ESA) and have to claim Universal Credit instead. Universal Credit has now replaced new claims for income-related ESA. It is no longer possible to make a new claim for income-related ESA unless the person is a disabled adult who is entitled to a payment known as the severe disability premium as part of another means-tested benefit. And while new claims for contributory ESA can still be made, most young people won’t have worked and paid sufficient national insurance contributions to qualify.

If your son or daughter does get ESA, you cannot get tax credits or benefits for them as a dependent child.

#### CARERS’ ALLOWANCE

This is extra money for carers who care for someone who gets PIP daily living component at any rate, or DLA care component at the middle or highest rate for more than 35 hours per week.

Eligibility depends on the circumstances and weekly earnings of the carer.

As a parent, you can’t get Carer’s Allowance if you are a full-time student, or if you earn more than £128 per week after deductions. If you are on Universal Credit and the only thing that stops you getting Carer’s Allowance is you earnings, you should still get an extra payment known as a carer addition as part of their Universal Credit award.

### How does Carer's Allowance affect other benefits?

**Means-tested benefits**

If you are claiming a means-tested benefit such as Income Support, Housing Benefit or Universal Credit, any Carer's Allowance is taken into account as income when calculating these other means-tested benefits. However, to ensure people are better off an extra amount known as the 'carer premium' (carer element in Universal Credit) is added to that means tested benefit.

**Non-means-tested benefits**

You cannot be paid Carer's Allowance at the same time as certain other non-means-tested benefits like contributory Employment and Support Allowance or State Pension.

However, it is still worthwhile making a claim for Carer's Allowance in these circumstances. By making a claim you will establish an "underlying entitlement" to Carer's Allowance. This means you will be counted as a carer for means-tested benefits, and these will be calculated more generously with a carer premium being added into your payments.

**Tax credits**

Carer's Allowance is treated as income for tax credits purposes. Despite this you are usually left better off after making a claim. This is because the amount of Carer's Allowance paid is greater than any drop in tax credits.

To avoid an overpayment, it is important that you let the Tax Credit Office know that you are getting Carer's Allowance.

### Benefits if young people are not working

#### UNIVERSAL CREDIT

Universal Credit is a benefit for people aged between 16 and pension credit qualifying age. It can be paid to people who are out of work and to those who are in employment. It is replacing most of the existing means tested benefits for people of working age with a single monthly payment. These benefits are called ‘legacy’ benefits. They include:

• Income Support • Housing Benefit • Child Tax Credit • Working Tax Credit

• Income-based Jobseeker’s Allowance• Income-related Employment and Support Allowance.

Other benefits such as Carer’s Allowance, Child Benefit, Disability Living Allowance (DLA), Personal Independence Payment (PIP), and Council Tax Reduction will remain and can be paid alongside Universal Credit.

If young people claim Universal Credit as a disabled adult any tax credits or other benefits parents can get for young people (other than DLA or PIP) will stop. Seek advice about this.

[universal\_credit\_young\_person.pdf (contact.org.uk)](https://contact.org.uk/media/1647695/universal_credit_young_person.pdf)

For more information and advice about benefits contact [Citizens Advice Waltham Forest](https://www.citizensadvice.org.uk/local/waltham-forest/)

# **[7.0 Support with managing money](#_6.0_Support_with)**

If your son/daughter would like someone to support them with managing their finances, they can ask someone to become an appointee on their behalf. More information is below:

### Becoming an appointee for someone claiming benefits

Your son/daughter can ask someone to apply for the right to deal with their benefits if they cannot manage their own affairs. This is an appointee.

Only 1 appointee can act on behalf of someone who is entitled to benefits (the claimant) from the Department for Work and Pensions (DWP).

An appointee can be:

* an individual, for example a friend or relative
* an organisation or representative of an organisation, for example a solicitor or local council

## Appointee’s responsibilities

An appointee is responsible for making and maintaining any benefit claims. they must:

* sign the benefit claim form
* tell the benefit office about any changes which affect how much the claimant gets.
* spend the benefit (which is paid directly to young people) in the claimant’s best interests.
* tell the benefit office if young people stop being the appointee, for example the claimant can now manage their own affairs.

**Apply to become an appointee.**

Who you phone to apply to depends on the benefit.

More details can be [found here](https://www.gov.uk/disability-benefits-helpline)

# **[8.0 What happens if the person does not want a Care Act Assessment, or is not eligible for services?](#_7.0_What_happens)**

**Finding out about leisure activities and hobbies**

It is important that young people maintain friendships after school ends. Local community centres, libraries, clubs, churches, galleries, cafés 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 young people find something of interest.

If your son/daughter does not meet Adult Social Care eligibility, then there may be support in the community to help them to maximise their independence. They may want to speak to a social prescriber who can help them find ways of supporting themselves in the community

**SOCIAL PRESCRIBING**

<https://www.walthamforest.gov.uk/content/social-prescribing-waltham-forest>

Our social prescribing service helps residents in Waltham Forest to:

* get advice about entitlement to [benefits](https://www.walthamforest.gov.uk/node/1052) or what to do about debt
* become more active or increase healthy eating
* join in with local groups like art classes or gardening groups
* connect to local befriending or [volunteering schemes](https://www.walthamforest.gov.uk/node/8076)
* gain training to help build confidence or move into work
* receive assistance with a cold home or other housing issues

There are many other benefits too. This service also provides a link between residents and further support in order to improve their health and prevent the deterioration of illness

If your son/daughter needs any more information about this service they can contact the social prescribing team.

 Email: [Sharon.hanooman@walthamforest.gov.uk](mailto:Sharon.hanooman@walthamforest.gov.uk) or [Barbora.ertlova@walthamforest.gov.uk](mailto:Barbora.ertlova@walthamforest.gov.uk)

Phone: 020 8496 1642 or 020 8496 1643

# [9.0 What will happen to health services post 18 years?](#_8.0_What_will)

Children’s health services such as therapies, Specialist Nursing and Child and Adolescent Mental Health Services (CAMHS) will continue to work with young people up until they are 18 years, and start to plan their transition from 17.5 years.

If they have some of their therapy services in school or college, these will continue up until 19 years e.g. speech and language therapy. Education setting must make arrangements to meet young peoples health needs as outlined here:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

At the time of the year 11 review, the therapies, specialist nursing or Child and Adolescent Mental Health service will discuss your son/daughter’s care and may refer to an adult service. If young people do need to be referred, these services might be:

* The therapies in the adult learning disability team <https://www.nelft.nhs.uk/services-waltham-forest-cldt>
* The adult mental health team if young people have a diagnosed mental health need <https://www.walthamforest.gov.uk/content/mental-health-services-those-18-and-over>

Young people can also refer themselves to <https://www.talkingtherapies.nelft.nhs.uk/waltham-forest->

If young people have personal care needs than young people will be referred to: <https://www.nelft.nhs.uk/services-waltham-forest-continence-advisory-service>

* Or young people may be referred back to their GP for their health services in adulthood.

## **ANNUAL HEALTH CHECKS (age 14+) & The LEARNING DISABILITY REGISTER**

**Important decisions about a young person’s health services to be made at an annual review are:**

* Do young people and the professionals think young people have a learning disability? The Community Learning Disability team (CLDT) will assess whether the young person has a learning disability and are eligible to have their needs met by this team. If eligible, the health team will support their needs. The social care team in adult services will support the young person once they have left education.
* If your son/daughter and the professionals at their review agree they have a learning disability, the GP and the adult learning disability service will be informed after the review that the person needs to go on the learning disability register. Your son/daughter will receive an annual health check from their GP. This will take the place of appointments with the Consultant Paediatricians at Wood Street. More on this can be found at:

<https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/>

[https://www.mencap.org.uk/advice-and-support/health/dont-miss-out/dont-miss-out-annual-health check](https://www.mencap.org.uk/advice-and-support/health/dont-miss-out/dont-miss-out-annual-health-checks#:~:text=%20What%20is%20an%20Annual%20Health%20Check%3F%20,to%20find%20out%20more%20about%20you.%20More%20)

* If your son/daughter had specialist health services before they were are 17 years old, they may need health services that are specialist as an adult e.g. did the young person have *Continuing Care* as a child?

If this is the case their social worker or a therapist or nurse will need to complete a checklist called a ‘Continuing Care Decision Support Tool’, to assess if they have high needs that need to be specially funded as an adult. This will be done at 17.5 years.

If they are eligible for Continuing Health Care, they might get services or a Personal Health Budget from the NHS.

More can be found at: <https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

The process involved in NHS continuing healthcare assessments can be complex. An organisation called Beacon gives free independent advice on NHS continuing healthcare.

Visit the [Beacon website](http://www.beaconchc.co.uk/) or call the free helpline on 0345 548 0300.

# [10.0 Support with Living Away from Home](#_9.0_Support_with)

If the young person wants to live away from home but needs support, they will need to talk to their social worker if they have one. This will be included as part of their assessment when they are 18 years old. If the young person does not have a social worker, their SEND Officer or school can make the referral to the Social Work Team.

## Young People Living on their own

If young people want to live in their own property it is important to consider the following:

#### DISABILITY TAX REDUCTION SCHEME

A non means-tested reduction on the council tax bill for people who:

• use a wheelchair indoors, or

• have an extra bathroom or kitchen in the house for a disabled occupier, or

• have set aside a room for a disabled person, for example, using a dining room to store equipment.

#### ADAPTING THE HOME – DISABLED FACILITIES GRANT

These grants are awarded where works are considered essential to enable better access and movement at home, or to make the property safe. At the time of writing the maximum mandatory grant payable is £30,000 in England, but people can also apply for a discretionary grant if the costs are higher.

The person might also need smaller adaptations or equipment to help them in their home. More on this can be found at:

<https://www.walthamforest.gov.uk/content/equipment-help-daily-living>

#### COLD WEATHER PAYMENTS

If the average temperature in the area over seven consecutive days drops below zero degrees, then the home owner may receive a payment of £25. This only applies if a person’s income is means-tested benefit AND the person meet certain other tests, for example young people have PIP.

#### TV LICENCE REDUCTION

If the person, or someone they live with, is registered blind or severely sight impaired, they may qualify for a 50 per cent reduction on the cost of their TV licence. If the person who is registered blind is not the current licence holder, they will need to transfer the licence into their name first.

#### WALTHAM FOREST HOUSING REGISTER MEDICAL FORM

This is **not** a personal benefit, but it is important to note for anyone applying to be on the housing register who has a disability.

The Housing Register assessment process will take into account individual circumstances to rank level of housing need from Band 1 (highest priority) to Band 5 (no priority), including medical needs or needs associated with a disability.  Medical details should be submitted for consideration as part of any application made for housing which may mean that young people would be placed in the higher Band 2(High Priority) of the priority bands.

Contact the [housing department](https://www.walthamforest.gov.uk/content/apply-council-housing-go-housing-register) for more details.

If the young person is not going to live on their own, different types of support might include:

* Shared Lives
* Shared ownership
* Supported Housing
* Residential School

To be considered for these housing options the young person will need a housing needs assessment and meet certain criteria. This could include:

* Being in receipt of disability benefits
* Living in the borough for more than 2 years
* Having a diagnosed medical condition - this would include conditions such as Autism.

## **Shared Lives**

In a shared lives home young people are helped and supported by a carer who will share their home with the, and include them as part of their family. To access this service young people need to contact their social worker if they have one, or ask their SEND officer to make a referral. Call the Shared Lives Co-Ordinator to find out more on 0208 928 8300 or by emailing [Claire.harrison@walthamforest.gov.uk](mailto:Claire.harrison@walthamforest.gov.uk)

## **Shared Ownership**

This is where young people part own and part rent a property. They start by purchasing 25% of the value of the property and then rent 75% of the value of the property

## **Supported Housing**

Supported housing is where a person has a room in house with a group of people, or a group of young people may their own flat. They will have a package of support arranged for them. The support might be in the form of:

* Help with personal care
* Accessing the community
* Gaining employment
* Getting to college or work
* Housework
* Managing their finances

They can have a support worker to assist with their activities. The support worker will visit young people in their home, or may be available for 24 hours a day depending on their needs.

You find out more about this type of support here: <https://www.outward.org.uk/>

If your son/daughter is interested in finding out more about living away from home, to access this service young people need to contact their social worker if they have one, or ask their SEND officer to make a referral.

If the young person want to attend a residential school to finish their education, their SEND officer will need to present their request and reasons for their decision to a decision making panel called the ‘Preparing for Adulthood panel’. They will need to have a social care assessment as part of this decision making process, and their housing and education needs will be explored as part of this.

If the young person has special educational needs and has been in care, it is also important for them to check the Waltham Forest Leaving Care website for more information:

<https://www.walthamforest.gov.uk/content/what-happens-when-i-leave-care>

They will be assigned a ‘Leaving Care’ coach who will be able to talk them through some of the above information and support their confidence in the development of their independence skills.

# **[11.0 Checklist for Important Information, and ‘Quick Look’ version of the guide](#_10.0_Checklist_for)**

If young people are not sure who to contact about their needs, they can refer to the list below on who is the Lead Professional:

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

## The following is a ‘quick look’ version of the Preparing for Adulthood Guide to help young people check what should happen at each stage of transition:

## 

## **Year 9**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support  Year 9 review | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| Transition Review is  Co-ordinated by the School SENCO. The review should focus on what adult life might look like for the young person.  Review of support in school  for those with additional  needs but no EHC Plan  For those children with an EHCP:  At the annual review service may attend or provide a report. These services may be:  SEND officer, School, Educational  Psychologist, Speech  Therapist and Social Worker if involved  If young people are a Looked After Child, a representative from the Virtual School will attend the review  Careers advisors should provide information in the form of direct work individually or in a group, with advice to be part of young persons EHCP.  Inform the YP and family about SENDIASS and invite to the Annual Review  At the review, Agree if the Young Person has a disability and inform health and SEND team  EHC Plan reviewed and new  outcomes set for each of the PFA categories.  Educational targets should support the PFA outcomes  Personal budgets should be discussed at the annual review to support P4A outcomes  Parents & young person fact-find about post 16 education provision, referring to the Local Offer | Look at the child and families support network. Are the family aware of support available? Ensure family are directed to resources on the Local Offer  Think about any out of school activities the young person does or would like to access  Think about young person’s  friendship group, closest  friend(s) and other key people in their network (circle of support)  Ensure family has information about short breaks or direct payments. Support packages are reviewed to support new outcomes in this area by the SEND officer or social worker  Are there buddy and  Peer mentoring programmes the young person can access? | Start discussing with school your interests, favourite subjects, emerging aspirations about work in the future with a view to building a vocational profile.  Discuss with teachers, family, carers about career ideas  Careers Advisor to advise  young person to start thinking about next steps.  Discuss year 10/11  options/next steps i.e. during 1:1, group work sessions  Work with school to identify how the curriculum which will provide opportunities to  explore the world of work and start to think about work experience  Plan options/choices in school and ensure vocational accreditation aswell as academic accreditation is planned | Start talking about the skills needed for independence in the future.  Work with the school to  think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of Edinburgh/music/swimming/ aptitudes or other  opportunities that might be appropriate to develop  young people’s skills  around independence. Consider voluntary work, school councils, any charity work such as sponsored runs. Also include  travel training, money/budgeting and  independent living skills  If the young person has a sensory impairment, check they have access to a mobility officer | Start talking about the skills  needed for independence in the future.  Begin to plan how  resources/services will be  accessed in adult life e.g.  equipment, therapies, specialist support, prescriptions, dentist,  optician, diet & exercise, sexual health etc.  Ask at GP surgery about an  Annual Health Check (see useful  resources)  Discussion to be supported in school by class discussions and in the annual review |
| School SENCO lead  Parent and Young Person  SEND officer  Health services to attend or contribute to annual review | School SENCO lead  Parent and Young Person  SEND officer and Social Worker if involved | School lead  Parent and Young Person | School lead  Parent/young person | GP  Health services e.g. school nurse  School  Parent/Young person |

## **Year 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support  Year 10 | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| EHC Plan reviewed and new  outcomes set for each of the PFA categories.  Educational targets should support the PFA outcomes in the four areas.  The review should be  chaired by a professional in  school i.e. SENCO. Those  attending school should  include young  person/parent/carer and LA  representative. This might be representation from:  SEND officer, School, Educational  Psychologist, Speech  Therapist, Social Worker to attend if involved  If young people are a Looked After Child, a representative from the Virtual School will attend the review  Careers advisors should provide information in the form of direct work individually or in a group, with advice to be part of young persons EHCP.  Inform the young person and family about SENDIASS and invite to the Annual Review  At the review, Agree if the Young Person has a disability and inform health and SEND team  Personal budgets should be discussed at the annual review to support P4A outcomes  Parents & young person fact-find about post 16 education provision  Clear employment opportunities are identified – school to invite providers to sessions in school (to careers fair or school review) | Discuss what is  important to the young  person about friends/social life in the future and how this might be achieved.  How often is young person  going out with friends? Is this enough? Is more advice or support needed?  Check the family is accessing any  information or support they may need through the Local Offer.  Assessments are completed by social care or allowances are reviewed to maximise family income.  Short breaks or direct payments are reviewed to support new outcomes in this area | Discussion with the  school ‘what I like  doing’, ‘what support I need’  School will support young  person to access work  experience and create vocational profile.  Careers Advice on how to  research and access  information about supported employment, internships, apprenticeships and employment/volunteering/  out and about with peer  group/clubs/community  Activities.  Consider move to College for alternative provisions if this is more suitable for the young person from yr 10 or above?  If the young person is 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  Visit careers fairs and events including ‘insight into industry’ . Attend mock interviews if held by the school. Practice writing CV/letters of applications  Consider taster days/programmes for those who will attend university. | Think about what young people might need for the future i.e. accessing college, the community and work  experience.  Work with the school to  think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of Edinburgh/music/swimming/ aptitudes or other  opportunities that might be  appropriate to develop  young people’s skills  around independence. Consider voluntary work, school councils, any charity work such as sponsored runs. Also include  travel training, money/budgeting and  independent living skills  If the young person is still dependent on their parents for support, consider referring family for a carers assessment  Ensure that young people  and families are accessing  information about potential  housing options for the  future  If the young person has a sensory impairment, do they have access to a mobility officer  Ensure skills for travelling  As independently as  possible are being  practised | Ensure Health Professionals e.g. therapies or specialist nurses share  Information with adult colleagues via referrals.  If under CHC think about Personal Health  Budgets, if eligible.  Annual Health Check via GP if eligible  Discussion to be supported in school by class discussions and in the annual review |
| School SENCO lead  Parent and YP  SEND officer  Health services to attend or contribute to annual review | School lead  Parent/young person  SEND officer and Social Worker if involved | School lead  Parent/young person | School lead  Parent/young person | GP  Health Services e.g. school nurse  Parent/Young person |

## **Year 11**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support Year 11 | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| Careers Advisor to attend annual review as arranged by the school and transition leads as appropriate.  Careers guidance interview  to discuss post 16 options  and plans  Inform the young person and family about SENDIASS and invite to the Annual Review  Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the preparing for Adulthood  Young person decides on  preferred post 16 option and applications made  When choosing post 16 education, think about practicality of distance, travel routes hours and days of course (17 hours) as well as motivation, interest and personal development.  Travel support can be provided, young people will need to apply for this separately  If moving on from school  environment, confirmation of  placement should happen by  31st March naming the  post16 provision, if an EHC  Plan is in place  Plan move to new destinations and invite lead from new destination to transitions review.  Arrange taster days in new provision from summer term onwards  Explore how any Personal  Budget or Direct Payment  might be used to support  employment aspirations  Explore any other funding  that might be available to  support young people e.g. for study (Bursary Fund) or to find  and secure employment | Signpost family/young  person to access any  information or support they may need to other services e.g. housing  Signpost young person  access local services such as sports centres, libraries, cinemas, restaurants, shopping centres, clubs etc  Think about how to make  sure friendships will be  maintained after school  ends  Young people and families understand if they are eligible for short breaks post-18 and what is available via family support work  Identify any informal carers and Consider carers assessment  Ensure any benefits are reviewed to maximise family income e.g. DLA/ESA. Be aware that Disability Living Allowance will become PiP at 16 years and young people will need to apply for this.  May be eligible to apply for Employment and Support Allowance (ESA) if no longer receiving Child Benefit | Review work experience undertaken and/or plan further opportunities.  Continue discussions about future plans and explore a range of options.  Signpost young person to  relevant agencies i.e.  transport, if needed.  Young person is aware of  and able to access outreach services to advise on education, employment and training opportunities e.g.  NEET Advisor.  Visit careers fairs and events including ‘insight into industry’. Attend mock interviews if held by the school. Practice writing CV/letters of applications  Consider taster days for college and University. | Think about what young people might need for the future i.e. accessing college, the community and work  experience.  Work with the school to  think about curriculum and out of school activities e.g. Jack Petchey awards/ cadets/Duke of Edinburgh/music/swimming/ aptitudes or other  opportunities that might be  appropriate to develop  young people’s skills  around independence. Consider voluntary work, school councils, any charity work such as sponsored runs. Also include travel training, money/budgeting and  independent living skills  If the YP is still dependent on their parents for support, consider referring family for a carers assessment  Ensure that young people  and families are accessing  information about potential  housing options for the  future  If the young person has a sensory impairment, do they have access to a mobility officer  Ensure skills for travelling  As independently as possible are being practised  if young people are a looked after Young person, young people will be allocated a ‘leaving care’ coach  Family and young person has information on the range of housing options available, as  appropriate | Ensure young person/family are aware of the support services available to them.  Young person should be enabled to give their views and will be of a  legal age to consent to medical treatment  Ensure the young person/family knows how their health needs will be met.  Annual Health Check via GP if eligible  Supported in school/class  discussion/review  Discussion at annual review - agree if eligibility for continuing health care check list should be carried out |
| School SENCO lead  Parent and YP  SEN officer  Social Worker | School SENCO  Parent/young person  SEND officer  Social Worker | School and SEN officer  Parent/young person | School and SEN officer  Parent/young person | GP  Health Services e.g. school nurse  Parent/Young person |

A young person may leave school after Y11, but under current legislation should remain participating in learning until the age of 18yrs, 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
* Volunteering for 20 hours or more per week

## **Year 12 -14**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support  Year 12-14 (16- 19 years) | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| Inform the YP and family about SENDIASS.  Annual review to be conducted by:  o For school setting as  previous years (also  update EHCP\*)  o For college setting: by  college staff (facilitate  update of EHCP\*)  o For training programme  or if in supported apprenticeship/traineeship by the Provider  Job applications, work  experience, or further  study are planned as  required by young person.  Parents and young person discuss potential post 19 options with school and key worker and plan  Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the preparing for Adulthood Pathway  Apply for Bursary Fund for Vulnerable Adults/ Discretionary money through college to help with education-related costs if young people’re 16-19 years and receive Personal Independence Payment, if young people are in Care, or are a Care leaver | 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?  Can they travel/get out when they choose, either on their own, with friends or with support? can they young person use a telephone, mobile, email, social networking  If not is a Care Act assessment needed at this point?  Ensure any benefits are reviewed to maximise family income e.g. DLA/ESA.  Identify any informal carers and consider Carers Assessment | Career plan continues to be updated and young person offered  careers advice  Plan to spend  progressively more time in work related learning or employment that the  young person is interested in e.g. work  experience/volunteering. Update the vocational profile.  Continue to explore all  possible options including  supported employment,  apprenticeships, work  based learning, work related learning at  college, paid work, self-employment, higher  education  Be aware of and have  access to NEET advisor if the young person is at risk of becoming NEET  May be eligible to apply for Employment and Support Allowance (ESA) if no longer receiving Child Benefit  Visit universities in year 12 and 13, and do young persons UCAS application during year 12 and at the beginning of year 13.  Young person to ask their college for help with preparation of young persons personal statement | 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. Consider learning to drive if this is an option.  Adult social care referral for transition to be considered - timeliness for assessment taken into consideration. Is the young person eligible for services under the care act 2014?  Ensure young people and family know how to access information about range of potential housing  Consider how Young Person’s money will be managed (e.g. deputyship/ appointeeship) if needed. Consider personal budgets and how these can be used to support independence.  Young person and family  have information on the  range of housing options  available. | Young person/family are in control of any  financial support for keeping healthy  Relevant professionals are in contact with each other and share information (with relevant consents), with a shared understanding of how best to communicate with the young person  Consider Continuing Health Care assessment/ Gather information to inform Decision Support Tool  Consider if eligible for annual Health Check via GP  Ensure young person and  family know when they will be discharged from each of the services they use and who will take over responsibility.  Young person should be enabled to give their views and will be of a  legal age to consent to medical treatment |
| College SENCO lead  Young Person and advocate (may be parent)  SEN officer  Social Worker | College SENCO  Young Person and advocate  SEND officer  Social Worker | College and SEN officer  Young Person and advocate | College and SEN officer  Young Person and advocate | GP  Social Worker  Health Services  Young Person and advocate |

## **Aged 19 – 25 years In Education Employment and Training:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| Inform the YP and family about SENDIASS.  Annual Review to be called by college adult learning support  The EHC Plan, where  appropriate may continue when young person is  accessing Further Education (mainstream or specialist), a training programme, an Apprenticeship or Traineeship  Annual Review and  update of EHC Plan:   * For college setting   – by college staff   * For training   programme or supported  internship/ traineeship – by  Provider  Job applications, work experience or training is  planned as required by  young person.  Mental Capacity Act (2005) to be considered in relation to the specific decisions included in the preparing for Adulthood Pathway  Apply for Bursary Fund for Vulnerable Adults/ Discretionary money through college to help with education-related costs if young people’re 16-19 years and receive Personal Independence Payment, are in Care, are a Care leaver | Social group is being maintained  Check if there is any additional support required to develop or  maintain friendships  Continue to review the young person is developing skills to  access local services, focusing on travel and communication  Ensure young person has  access to Adult Social Care, if appropriate.  Identify any informal carers and Consider carers assessment | Continue to explore possible options including  supported employment,  apprenticeships, work  based learning at college,  paid work self employment, higher education.  Ensure young person has  continued access to  careers, information and  guidance and or careers guidance interview  Consider support required  for young person to access  services via Job Centre  Plus. e.g Disability  Employment Advisor and  Access to Work.  May be eligible to apply for Employment and Support Allowance (ESA) | Ensure young person and  family has information on  the range of housing options available.  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, including driving lessons  Ensure young person/family receive benefits advice.  Consider how Young Person’s money will be managed (e.g. deputyship/ appointeeship)  Direct to Adult Social Care as appropriate.  Ensure young people and family know how to access information about range of potential housing | Ensure that the young  person/family are in control of any financial support for keeping healthy.  Annual Health Check via GP if eligible  Ensure that young person knows how to keep healthy, including mental health and sexual health through young persons GP or college.  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.  Access to local leisure facilities, swimming Gym etc  Consider Continuing Health Care assessment Gather information to inform Decision Support Tool  Young person should be enabled to give their views and will be of a  legal age to consent to medical treatment |
| College SENCO lead  Young Person and advocate (may be parent)  SEN officer  Social Worker | College SENCO  Young Person and advocate  SEND officer  Social Worker | College and SEN officer  Young Person and advocate  Social Worker | College and SEN officer  Young Person and advocate  Social Worker | GP  Social Worker  Health Services  Young Person and advocate |

## **Aged 19-25 years not in Education Employment and Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EHC plans and Needs Assessment Process, SEN Support | Friends Relationships and Feeling connected within the community | Education, meaningful occupation and/or employment | Be Resilient and Independent | Being Healthy and understanding your health and wellbeing needs’ |
| The EHC Plan will cease  where young person moves  on to Higher Education, apprenticeships, paid  work, volunteering or social  care services (without  education)  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/SEN to be reviewed.  It is possible that a young person will have to go  through the full EHC needs assessment  Consider whether all appropriate professionals/organisations are involved (including Advocate).  Agree Lead professional: Lead professional monitors delivery of actions | Are young people accessing mainstream activities and social  setting (with or without support).  Are young people accessing specialist  social clubs and activities via voluntary sector.  Do young people need an Adult Social care assessment?  Consider any specialist adult assessment required to support  Make sure young people identify any equipment used that requires review or maintenance etc.  Are young people getting information about personal budgets | Are young people in paid employment  without support?  Are young people in employment with  support, through a supported employment organisation  (additional support can be  accessed through the Access  to Work government scheme)  – employment options could  include job share, job carve, micro-enterprise or self  employment  Are young people in volunteering role with or without support  Are young people accessing social care  support if not in employment  or compliment employment  options  Group to signpost to Personal Advisor  for Careers Advice, Access to work, job training  opportunities, volunteering  opportunities to prevent NEET careerservice@walthamforest.gov.uk | Are young people going to live at home?  Are young people living independently away from family home (possibly receive housing benefit)  Are young people accessing Shared Lives housing scheme  Are young people in a supported living scheme in borough, if eligible and agreed (& receiving housing benefit)  Are young people in a supported living scheme out of borough, if eligible and agreed (& receiving housing benefit)  May live in a Residential  Care setting  Are young people seeking benefits advice | Are young people going to access healthcare  independently?  Are young people accessing healthcare with support from specialist care settings  Ensure family knows how to support young person to access to healthcare  Are young people attending young persons annual GP health check |
| Young Person and advocate (may be parent)  SEN officer  Social Worker | Young Person and advocate  SEND officer  Social care Worker | SEN officer  Young Person and advocate  Social Worker | SEN officer  Young Person and advocate  Social Worker | GP  Social Worker  Health Services  Young Person and advocate |

# **12. Directory and Links for Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Organisation | | Support type/ info: | | Contact details |
| Disabled Student Allowance | | Support from the government to help with young persons university studies. | | <https://www.gov.uk/disabled-students-allowances-dsas> |
| Disability grants – helping young people find the right grant | | Information on grants to support people with disabilities | | <https://www.disability-grants.org/> |
| Waltham Forest Local Offer (Preparing for Adult pages) | | Local Offer information in Waltham Forest | | <https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/landing.page?directorychannel=1-2-2&localofferagebands=3> |
| SEND Code of Practice | | Information on Local Authority and partners’ responsibilities. | | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf> |
| Waltham Forest Parent Forum | | Support and Advice to Parents and Carers with children and young people with SEND | | **Call:** 07528 433640 or 07794 298496  **Email:** <https://www.walthamforestparentforum.com/> |
| SENDIASS – Waltham Forest | | Information, Advice and Advocacy | | 0203 3233 0251  [wfsendiass@citizensadvicewalthamforest.org.uk](mailto:wfsendiass@citizensadvicewalthamforest.org.uk) Website:  [**https://www.walthamforestsendiass.org.uk/**](https://www.walthamforestsendiass.org.uk/) |
| Preparing for Adulthood (national site) | | National website of support for Preparing for Adulthood | | <https://www.preparingforadulthood.org.uk/> |
| University Support | | When applying for university contact UCAS. | | <https://www.ucas.com/> |
| Welfare Rights | | | | |
| Personal Independence Payment | Personal Independence Payment (PIP) can help young people with some of the extra costs if young people have a long-term ill-health or disability. | | <https://www.gov.uk/pip>  DWP - PIP claims  Telephone: 0800 917 2222 | |
| Employment Support | | | | |
| Careers Service | The Careers Service is responsible for tracking all 16 and17 year olds to ensure that they have successfully moved on to their chosen option after leaving school or college. | | Contact careerservice@walthamforest.gov.uk or call 020 8496 1920 | |
| Project Search East London | Project SEARCH is a supported internship programme working with the statutory sector. | | <https://www.projectsearch.org.uk/> | |
| Mencap Support internship | Interns and Outcomes – supports young people with a learning disability, aged between 16 and 24 years old, to make the important step from education into employment: helping them get ahead as they move into adulthood. | | <https://www.mencap.org.uk/interns-and-outcomes>  Email helpline@mencap.org.uk or call 0808 808 1111 (9am to 5pm, Monday to Friday) to find out more. | |
| Steps into work | Steps into work  The Steps into Work programme is a 12-month scheme which offers people with mild to moderate learning disabilities and those on the autism spectrum the chance to gain skills and work experience. | | <https://tfl.gov.uk/corporate/careers/steps-into-work>  Please email stepsintowork@tfl.gov.uk or call 020 3054 2718 to request an expression of interest form or for further information about the programme. | |
| Outreach East | Support into work, training or volunteering within a short period of time.  Outreach East is designed to help those who are:  Long term unemployed: Over 6 months (if aged 19-24), Over 12 months (if aged 25+) | | Outreach East, contact | |
| Ellingham -Supported Internships | Supported employment programme. | | [rosemary.braithwaite@ellingham.org.uk](mailto:rosemary.braithwaite@ellingham.org.uk) | |
| Better Gyms Waltham Forest | Employment programmes in Waltham Forest | | <https://www.gllcollege.co.uk/apprenticeships/> | |
| I Can Ventures – Ellingham | Employment and social support | | [rosemary.braithwaite@ellingham.org.uk](mailto:rosemary.braithwaite@ellingham.org.uk) | |
| Supported employment Vibrance | Supported employment | | <https://www.vibrance.org.uk/> | |
| The Reach Supported Internship Programme | The Reach Supported Internship Programme is a one-year preparation programme for students with learning disabilities and autistic spectrum conditions. | | to apply, contact Andrea Cupper: andrea.cupper@bdc.ac.uk or call 020 3667 0204  <https://www.barkingdagenhamcollege.ac.uk/find/study-info/supported-internships> | |
| Project Search | Supported Internship to prepare young people for an Internship. | | Search (Tottenham Hotspur Foundation) by email: foundation@tottenhamhotspur.com or by phone: 020 8365 5138 | |
| Find a traineeship | Find a traineeship  A traineeship is a course with work experience that gets young people ready for work or an apprenticeship. It can last up to 6 months. | | <https://www.gov.uk/find-traineeship> | |
| Harington | Harington provides a unique opportunity for young adults with learning disabilities and/or difficulties with support to gain employment, further education or a more rewarding life. | | <https://www.harington.org.uk/>  Tel: 020 3457 7997  Email: [info@harington.org.uk](mailto:info@harington.org.uk) | |
| Social Care Support | | | | |
| Mark House Road | A range of day care support for people with learning and physical disabilities, including access to the community to provide stimulation and ongoing life skills. | |  | |
| Vibrance | At Vibrance, we offer a whole new way of providing day services for people with a wide range of learning and physical disabilities. Activities are not based at a centre, but take place using local community facilities – providing a wider choice of activities and better opportunities to become integrated into community life. | | <https://www.vibrance.org.uk/our-services/day-opportunities/waltham-forest> | |
| Community Learning Disability Team (CLDT) | The CLDT is an integrated team of social care and health staff. This team is made up of; community learning disability nurses, psychiatrists, psychologists, occupational therapists, speech and language therapists, physiotherapists and social workers. The service offers therapy clinics and drop-in sessions. | | Referral is made through the Waltham Forest SEND Team, through a GP or self-referral.  0208 928 8300  Email: wf.cldthealth@nelft.nhs.uk  Opening times: 9am - 5pm, Monday to Friday  <https://www.nelft.nhs.uk/services-waltham-forest-cldt> | |

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# 13. PREPARING FOR ADULTHOOD WORDS AND TERMS (GLOSSARY)

**Advocate: Someone who helps children and young people make decisions in their lives**

**Annual Review (AR): An education, health and care plan (EHCP) must be reviewed every year to make sure the child or young person is making progress and getting the support they need**

**Appeal: To argue against something or question a decision you don’t agree with using the law**

**APPOINTEE: Some you choose to have the job of organising your money or bills.**

**APPRENTICESHIP: On the job training for a trade or profession such as electrician**

**Assessment: A review to find out if a person needs support, and what extra support a disabled person needs. For example to decide if a student needs extra support in school or college**

**CAMHS: Child and Adolescent Mental Health Services. Service to assess and support children or young people who may have mental health needs e.g. anxious or depressed**

**CARRERS ADVISOR: someone who advises and supports people to find the right type of work for them**

**CARER: A person named by us to care for a child for whom we has parental responsibility**

**COLLEGE: a place to attend courses after you are 16 years old**

**CODE OF PRACTICE: A guide to tell us what we need to do to work within the law and provide support for students with special educational needs and disabilities**

**DEPUTEESHIP: Someone appointed by a court to make decisions when you cannot make them yourself**

**DIRECT PAYMENTS: Allow people to receive money directly from us, so they can pay for their own services and live more independently**

**Education, health and care plan (EHCP): A document that sets out what support children and young people with special educational needs should get to help them learn**

**INTERNSHIP: working or volunteering without pay on a job so you get skills and knowledge.**

**Local Authority:The local government responsible for managing services in your area – Waltham Forest**

**Local Offer: One place that brings together information about all the support and services for children and young people with special educational needs and disabilities.**

**Looked after children (LAC): Children that have been taken into care and are looked after by the Local Authority**

**Mainstream: Services that all children and young people use**

**Mainstream school: A school which is for all pupils, not just those with special educational needs. A mainstream school could be a maintained school or an independent school**

**Mediation: A way of trying to come to an agreement when people disagree over an education, health and care plan. An independent mediator brings together the two parties in an informal way to try and resolve the disagreement through discussion**

**NELFT: North East London Foundation Trust. This is the organisation who provide a lot of Waltham Forest’s health services**

**National Curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.**

**POWER OF ATTORNEY: A legal document that means someone can make decisions for you**

**SENDIASS: They provide free, impartial advice and support to parents whose children have special educational needs.**

**Personal budgets: Money that people can use, and decide themselves how to spend, to pay for support**

**Personal health budgets: Money that people can use to spend on things to help them improve their health condition**

**Preparing for adulthood: The process of changing from childhood to an adulthood. This is supported by professionals working with you.**

**SENDIST: Special Educational Needs and Disabilities Tribunal**

**SEND Officer: A person at the Local Authority who liaises with you about your child if they are undergoing an education, health and care assessment.**

**SEND Service: The local authority service for children and young people with special educational needs and disabilities that support the writing and reviewing of your education health and care plan**

**SEN Support: When a pupil is identified as having special educational needs, interventions will be provided that are additional to or different from those provided as part of the school's usual differentiated curriculum. An Individual Education Plan will usually be written**

**Short breaks: Opportunities for disabled children and young people to spend time away from their family and do something fun. For example a day, evening, overnight or weekend activity**

**Special educational needs coordinator (SENCO): A member of staff who has responsibility for coordinating the special educational needs provision within a school. In a small school the head teacher or deputy may take on this role. There are Early Years SENCOs, primary school SENCOs and secondary school SENCOs**

**Special educational needs (SEN): A child or young person has special educational needs (SEN) if they need extra support because they find it harder to learn than the majority of other children or young people of the same age.**

**Specialist support: Services specifically designed to support disabled children and young people, for example speech and language or short breaks.**

**Supported Internship: Working or volunteering without pay on a job so you get skills and knowledge. You attend with a support worker to help you.**

**Transition: In education, this means moving between school stages, for example, from preschool to a primary school, or from junior school to a secondary school. At 16-years-old it can mean moving on**  **to college, work, training or to living independently.**

**Transition plan: A plan following the Year 9 annual review. It will be updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan together for the young person’s transition to adult life. Transition plans may also be drawn up at other times, for example when planning a move between schools.**

**UNIVERSITY: Where young people can study for degrees and academic research is done**

**Appendix E.**

**PREPARING FOR ADULTHOOD**

**Guidelines for Year 9 Onwards Annual Review**

**Introduction**

From Year 9 onwards, the local authority has a duty to ensure that the annual review meeting “consider[s] what provision is required to assist the child or young person in preparation for adulthood and independent living” (Regulation 20(6) and Regulation 21(6) of the SEN and Disability Regulations 2014). Therefore, for children/young people but in particular from Year 9 onwards, Education, Health Care Plan (EHCP) outcomes need be changed to focus on preparation for adulthood (i.e. employment/higher education, independent living skills, community involvement and staying healthy.

For those young people who are Home Educated, a year 9 annual review will take place, but they will need signposting to services available within the local offer/authority to enable them to have Careers Guidance etc to enable them to make informed choices about their future options.

**Preparing for Adulthood OUTCOMES:**

Our mission is to make a positive difference to Waltham Forest young people and their communities and have developed four outcomes that will be the focus of our work:

**1. Be ambitious and enable young people to reach meaningful occupation and/or employment**

**2. Be resilient and independent**

**3. To be as healthy as possible in adult life**

**4. Feel connected within community**

**Consider relevant priorities within each outcome:**

|  |  |
| --- | --- |
| **OUTCOMES** | **PRIORITIES** |
| 1. **Be Ambitious and enable young people to reach meaningful occupation and/or employment** | 1. Inspiring outcome focussed learning pathways, vocational profile, portfolio of life skills  2. Traineeship, internship and apprenticeship offer, work experience  3. Listen and act upon young people’s and parent carers’ views and enable them to make choices in their lives |
| 1. **Be Resilient and Independent** | 1. Support during transition points, developing independence skills from the earliest opportunity.  2. Refer to local offer for information across health education and social care |
| 1. **To be as healthy as possible in adult life** | 1.Improve overall health outcomes – increase the uptake of the 14+ LD annual health check  2. Improve young people’s understanding of their health needs  3.Ensure young people have safe access to health care and wellbeing services (i.e. preventative services such as smoking, sexual health, support with healthy weight, as well as primary care)  4. Young people are supported and prepared for transition to Adult Health services and access the services available |
| 1. **Feel connected within the community** | 1. Young people are supported to have friends and safe, healthy relationships  2. Young people are supported to remain within their families and local community  3. Refer and utilise places to meet friends- youth groups, short breaks for specific groups e.g high functioning autistic youth groups  4. Utilise PAs to support young people to do the things they want to do |

**Appendix F.**

**Easy to Read Version (in progress)**

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**Appendix G.**

**Transition Guidance for Professionals**

**Professionals’ Preparing for Adulthood Policy**: Children and Adult Social Care.

|  |  |
| --- | --- |
| **Document Objectives:**  This policy sets out the London Borough of Waltham Forest’s responsibilities for an adult assessment as set out in the Care Act 2014. This policy aims to ensure that all professionals involved in the care and support of young people aged 14-25 are aware of the impact of this legislation in carrying out these duties effectively. | |
| Author | Jane Munsaka, Team Manager, SEND Social Work Team  Eva Gunkova, Assistant Director, SEND Service |
| Policy lead | Head of Learning Disabilities Partnership  Assistant Director of Adult Social Care  Assistant Director of Special Educational Needs and Disabilities  Head of Integrated Commissioning (Adult Learning Disability, Autism and Mental Health)  Head of Integrated Commissioning (Children's) |
| Endorsed by | Pending SEND Board approval. |
| Target audience | All Local Authority staff involved in the preparing for adulthood process |
| Policy should be read alongside: | PFA Overview Document 2020 (Appendix A)  Guidance for children, young people and post 16 v4 04.2020 (Appendix B)  Transition Guide WF (9) (Appendix C)  Social care Screening Tool (Appendix D)  See other references in policy |
| Version | **V4 FINAL** |
| Date of issue | 18 March 2021 |
| Review | March 2022 |

1. **Introduction**

This policy is for professionals and it details how the London Borough of Waltham Forest (LBWF) will support young people (aged 14-25) with special educational needs and disabilities (SEND), known to the Council as they transition to adulthood. The policy focuses on young people who are likely to have eligible health and social care needs at 18 and details how services will carry out an adult assessment based on the eligibility criteria under the Care Act 2014

<https://www.legislation.gov.uk/ukpga/2014/23/section/13>. This policy was developed with professionals, families, partners and should be read alongside the Transition guide WF which is for and was also co-produced with SEND families and professionals.

1. **Policy aim**

The policy aims to:

• Clarify the process, roles and responsibilities to enable partner agencies to work well together to raise aspirations and achieve the outcomes that matter to young people.

• Prepare young people for adult life in a smooth, positive, and timely manner:

* to be as healthy as possible.
* to be able to live as independently as possible.
* to be able to participate in society.
* to have access to education, employment, and training wherever possible.

1. **Principles of good transition:**

Section 58 – 66 of the Care Act 2014 and part 3 of the Children and Families Act 2014 detail the duties for transition planning of young people from children to adult services as well as services for carers and young carers who will be turning 18.

<https://www.legislation.gov.uk/ukpga/2014/23/part/1/crossheading/transition-for-children-to-adult-care-and-support-etc>

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

Good planning should ensure:

* Transition planning across agencies starts early to ensure there is no cliff edge experience for the young person and their family and no gaps in service provision.
* Early identification of likely future adult needs to take place and is communicated with multiagency partners to ensure effective commissioning and planning of services;
* Wellbeing of the young person is at the centre of the transition process.
* The young person and their family are fully involved in the transition process and their views are listened to and respected.
* Young People with an identified learning disability are registered with their GP for an annual health check.
* Their family carers are offered a Carers assessment and there is a co-ordinated person-centred planning process between children’s and adult’s services focussed on:
* holistic approach to assessment
* building on the young person’s strengths and aspirations,
* improving and supporting their independence,
* care and support that are outcomes focussed
* maximising opportunities for independent living.
* risk assessment
* There is good multi-agency working with partners underpinned by good procedures and review.
* That all transition arrangements reflect the things that are important to young people to enable them to meet outcomes.
* Safeguarding is considered throughout the journey.

Until a young person’s eligibility for adult services is determined, there should be no gap in service provision. Children’s care packages will continue until the adult care package is in place or the outcome of a care act assessment shows that there are no eligible needs.

For children with an EHC preparation for adulthood should be discussed from year 9 at their Annual Review, and outcomes agreed for their future which includes discussions on eligibility for future services and decision made at health reviews and annual reviews if the young person has a learning disability and their GP needs to be informed in order to ensure annual health checks are carried out.

1. **Referral for an adult assessment**

For young people who have an Education, Health and Care (EHC) plan, already known to the Council, preparation for adulthood will begin from Year 9 through discussions and assessments as part of the EHC plan review process ( See Appendix A and B).

Referral for a Care Act assessment will be made by Children’ social workers across the local authority to the 0 -25 SEND Social Work Team and also SEND Case Officers in the 0 – 25 SEND Service, at age 17 based on the needs of the young person when they turn 18. This is the responsibility of the SEND Social Work Team Manager.

Young people with care and support needs with no EHC plans can be referred to adult services and these include:

* Young people with acquired life-limiting conditions;
* Young people e.g. with autism, whose needs have been met by their place of education, but once they leave will require their needs to be met in some other way;
* Young carers whose parents have or do not have eligible needs;
* Young people receiving Child and Adolescent Mental Health Services;
* Young people detained in the Youth Justice Service who will move to adult prison.

<https://www.proceduresonline.com/walthamforest/adults/p_request_support.html>

Responsibility for referrals for the above lies with multi-agency partners.

1. **Adult assessment process**

The adult assessment provides an opportunity for young people to reflect on their strengths, needs and desired outcomes and to plan how they will achieve their goals. This will include planning to reduce or delay the needs for care and support and may not lead to services being provided. A social care screening tool (Appendix D) and a self-assessment tool which is available on the Councils website to check eligibility for adult service.

Adult services will screen assessments in order of priority from the age of 17 and will contact families to undertake a full assessment where it is deemed that the young person meets the Care Act eligibility.

Young people with health needs will be referred to health services as follows:

* Young people with learning disabilities will be referred to the WF Community Learning Disabilities Team via a Single Point of Access (SPA) referral form.
* Young people with mental health will be referred to Adult Mental Health Services.

**Responsibility for the transition process and outcome lies with:**

* If there is a social care need – The Assistant Director of the SEND Service and either the Assistant Director or Head of Service for Adult Social Care.

If there is not a social care need then the following occur:

* If there is a learning disability – Child and Adolescent Mental Health Services / Community Learning Disability Health Team
* If there is a primary mental health need – Child and Adolescent Mental Health Services / Adult Mental Health Team

A Transition guidance for children, young people and Post 16 is available for staff at Appendix B detailing procedures and a Transition Timeline is at Appendix A.

The Local Authority staff will work with young people and their families to secure the best possible outcomes for the young person and avoid expensive temporary solutions.

If the young person has capacity, an assessment will only be done with their consent, unless the young person is experiencing or is at risk of abuse or neglect. Where a young person lacks capacity, the Local Authority will carry out an assessment only if it is satisfied that the assessment is in their best interest as in line with The Mental Capacity Act 2005

If the young person is experiencing or is at risk of experiencing abuse or neglect, the Local Authority will carry out the assessment even where the young person refuses or is unable to consent.

A young person or someone acting on their behalf has a right to request an assessment. The Local Authority will consider these requests and whether the likely care and support need and significant benefit conditions apply. If so, the Local Authority will carry out an assessment at an appropriate and agreed time. If the criteria for an assessment are not met, it will provide a written response.

In all cases, the local Authority will provide information and advice on what can be done to prevent or delay the development of needs. This will include signposting to information and advice. Refer to the Adult Social Care and Support procedures: <https://www.proceduresonline.com/walthamforest/adults/p_request_support.html>

1. **Involvement in an assessment**

Young people have a right to be more involved in decision making about their future from the age of 16. This is set out in the Mental Capacity Act 2005 which states that people who lack capacity should be supported to make as many decisions for themselves as possible, and any decision made on their behalf is in their best interest. Where a young person has difficulty being involved, a family member, friend, advocate or independent advocate appointed by the Council can support the young person to represent their interests.

1. **Not eligible for adult services**

Eligibility for adult services is determined by the Care Act 2014 criteria. If the current level of needs indicates that it is not likely that the young person will have needs for care and support they will need to be given information and advice by their lead professional including the guidance for children and young people and Post16 which is available to all staff at LBWF Local Offer website: <https://www.walthamforest.gov.uk/service-categories/local-offer>

The young person should be signposted to other services by their lead professional to prepare them for adult life to maximise independence through;

* Employment support services;
* **T**raining programmes such as Supported Internships;
* **L**ocal work and health programmes led by partner organisations;
* Community programmes to build and develop life skills leading to independence.

The lead professional may be different depending on the young person’s needs. If a

young person,

* has an allocated social worker or early help family support worker, this is their lead professional until they reach 18 years;
* is life limited or has highly complex medical needs, it is their school nurse, therapist, paediatrician or social worker;
* if the child has mental health needs, the lead professional is the Child and Adolescent Mental Health practitioner until such time as a decision for appropriate referral e.g. adult mental health services or GP is made
* has an EHC plan and they have no allocated social worker, it is their SEN officer;
* has none of the above and no EHC plan then it is their SEN co-ordinator at school or college.

1. **Adult carers and young carers**

The Local Authority will assess the needs of an adult carer where there is a likely need for support after the young person turns 18 and it is of significant benefit to the carer. In addition, young carers may also be eligible for an adult assessment due to their caring responsibilities. The Local Authority will consider the impact of the needs of the adult on the young carers’ wellbeing, welfare, education and development. The person in a caring role may also make a self-referral to Adult Social Care services for an assessment.

The carers’ assessment focusses on the same areas as the cared for person and

ascertains whether the carer will be providing necessary care, willing and able to continue caring for the young person when they turn 18.

1. **Refusal of an assessment**

Young people have the right to refuse an assessment. The Local Authority is unable to provide financial support without a valid assessment. The duty to assess remains even if a young person refuses an assessment in the following circumstances, in line with section 11 of the Care Act 201:

* Adult safeguarding concerns are suspected;
* Where there are doubts over the young person’s mental capacity to make such a decision;
* Where the circumstances of the young person has changed.

1. **After the assessment**

After an assessment, has been completed, the Local Authority will give an indication of which needs for care and support are likely to meet the Care Act eligibility criteria once the young person turns 18, so that the young person understands the care and support they are likely to receive and the differences in the way support is provided for adults and children.

Where needs are eligible the Local Authority will work with the young person and their family

to undertake the care planning process and give an indication of the likely personal budget that is available to support planning so that there is no gap in service provision.

Whether needs are eligible or not, the Local Authority will give the young person or their carer information and advice about what can be done to meet or reduce the needs from developing. The young person’s plan will be updated with key milestones in the transition which contribute to achieving their desired outcomes.

1. **Continuity of care**

The LBWF will make every effort to ensure that the assessment and planning is carried out sufficiently early so that adult care and support is in place on the young person’s 18th birthday if they are eligible for adult services. However, if adult care and support is not in place on a young person’s 18th birthday, and they or their carer have been receiving services under children’s legislation, the Local Authority will continue providing services until one of the following has occurred:

* The Local Authority concludes that the young person does not have needs for adult care and support
* The Local Authority concludes that the young person has needs for adult care and support and is going to meet some or all of them and has begun to do so
* The Local Authority concludes that the young person has needs but is not going to meet them because they do not meet the eligibility criteria.

This does not apply if the Local Authority has offered to carry out an assessment and this offer has been refused. In this case funded services cannot be provided until an assessment has taken place.

1. **After the young person turns 18**

If there is an on-going safeguarding concern when a young person is 18 and is likely to have care and support needs as an adult, children’s services will work with the SEND Team and Adult Social Care Teams where a young a person has no EHC plan to ensure responsibility for the work is appropriately transferred.

The move to adult social care services should happen by the age of 18. Young people may receive social care services such as direct payments from adult services after transition and the provider may be different as adult service has different providers and different charges.

1. **Further or higher education**

If a young person with care and support needs wishes to take part in further education or higher education to meet their identified outcomes, they will be supported by the college/ careers advisors to choose a suitable course. The Local Authority will consider the young person’s on-going eligible care and support needs through the assessment to ensure

appropriate support is available from the day the young person or carer starts at their chosen place of learning, refer to part 7 of The SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The SEND Service will consider appropriate funding of a young person’s care and support whilst in education at a Preparing for Adulthood (PFA) Panel. In accordance with the Local Authority’s charging policy, some elements of this may be chargeable to the family dependent on the circumstances. The support plan will be based on the amount of time at college.

1. **Continuing Health Care (CHC)**

Continuing Care for young people and Continuing Health Care for Adults applies to young people with complex health problems, who may have life limiting conditions, where funding for care may be from health care services instead of, or as well as, social care services for children.

The young person’s needs will be screened by the relevant children’s therapy and nursing services involved with the young person using the Continuing Health Care (CHC) checklist from age 17.5 years. Where the young person is eligible for a CHC assessment, they will undertake the assessment using the Decision Support Tool in liaison with the Adult Continuing Health Care Teams. A decision will be made for eligibility for CHC funding following an assessment to ensure that care is in place before the young person is aged18. CCG will be responsible for funding based on the young person’s GP.

<https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

1. **Transition from Child and Adults Mental Health services (CAMHS) to Adult mental health services**

CAMHS will work with the Adult Health Services to explore the most appropriate adult pathways for young people with an EHC plan. If a young person has a learning disability CAMHS will refer to the Community Learning Disability and for young people with mental health issues, they will work with their GP or Adult Mental Health Services to make a referral to ensure wellbeing for the young person.

If the young person is part of the transforming care cohort and is currently registered on the dynamic support register at the time of transition, then adult mental health services will need to be notified of this by Child and Adolescent Mental Health Services.

1. **Legal context**

**The Care Act 2014**

The Care Act requires the Council to carry out an adult assessment of any young person, young carer, or young person’s carer when there is significant benefit to the young person or carer in doing so and if they are likely to have needs for care and support when the young person/ young carer becomes 18. For carers this is about outcomes to ensure a life outside of caring.

Young people, their parents and carers have the right to request an assessment. If the Local Authority decides not to comply with a request for an assessment, they must give the person who made the request, written reasons and information and advice about what can be done to prevent or delay the development of the young person’s needs for care and support in the future.

**No Recourse to Public Funds (NRPF)**

If a person has no recourse to public funds they may still have access to social care support, which is not a public fund. The Care Act duties would apply, though there are some restrictions about meeting the needs of some people with NRPF, and additional assessments such as human rights assessments may be undertaken when exclusions apply.

**Ordinary resident**

For Transition purposes, the Local Authority can only meet the needs of an adult who is ordinarily resident in Waltham Forest for settled purpose. If they are not settled but present assessed care and support needs after the age of 18, this is subject to a different test.

1. **Enquiries**

All initial enquiries should go through the allocated worker. If the case is waiting to be allocated, an email can be sent to the SEND Service for young people with EHC plans: [senteam@walthamforest.gov.uk](mailto:senteam@walthamforest.gov.uk) or Waltham Forest Front Door: [wfdirect@walthamforest.gov.uk](mailto:wfdirect@walthamforest.gov.uk) for young people with no EHC plan and they will respond during office hours.

1. **Equalities and diversity**

This Policy and its implementation is compliant with the LBWF’s Equality and Diversity policy : <https://foresthub.walthamforest.gov.uk/services/hr/equality-and-diversity> and the Equality Act 2010.<https://www.legislation.gov.uk/ukpga/2010/15/contents>

1. **Review of policy**

This Policy will be reviewed annually by the Assistant Director of SEND, Assistant Director of Adult Social Care and Head of Waltham Forest Learning Disability Partnership.

**Definitions**

**Assessment:**

This refers to a needs assessment and can apply to a young carer’s assessment, and a young person’s carer’s assessment. The term used for all three is an adult assessment, which may also be referred to as a transition assessment or Care Act assessment.

**Carer:**

An adult carer of a young person preparing for adulthood, this is the equivalent to the term ‘child’s carer.

**Education Health and Care Plan (EHC):**

This replace Statements of Special Educational Needs and Learning Difficulty Assessments (S139a) and local authorities are required to consider any new requests for an assessment of special educational needs and co-ordinate services around the young person under new legislation. EHC plans aim to put a child or young person aged between 0-25 and their parents at the centre of decision making.

**Likely need:**

The duty to conduct an assessment applies when someone is likely to have needs for care and support (or support as a carer) under the Care Act when they or the person they care for Transition to the adult service.

**NHS Continuing Healthcare (CHC):**

NHS continuing healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals who are not in hospital and have been assessed as having a "primary health need". To be eligible for NHS continuing healthcare you must be over 18 and have substantial and ongoing care needs. You must have been assessed as having a "primary health need, that mean services need to be specially commissioned for you".

**Outcome based planning:**

Provides a way of helping a person plan all aspects of their life, ensuring that the individual remains central to the creation of any plan which will affect them.

**Person Centred Planning:**

When professionals support a person to live independently, to express their views, and to make choices and decisions, with assistance as needed.

**Strengths based approach to care:**

When the person requesting support and professional work together to determine an outcome that draws on the persons strengths and assets to enable them to be in charge of their own lives.

**Significant benefit:**

An assessment must be conducted for all those who have likely needs (see above); the timing of this assessment will depend on when it is of significant benefit to the young person or carer. This will generally be at the point when their needs for care and support as an adult can be predicted reasonably confidently.

**Transition (Preparing for adulthood):**

Moving on from being a child to becoming an adult and this includes the transfer from children’s services to adult services where care and support may be through different health, therapy and adult teams.

**Young Carer:**

A young carer under 18 themselves preparing for adulthood.

**Young Person:**

Person under 18 with care and support needs who is approaching transition, rather than the legal term “child”.

**Appendix H. below**

