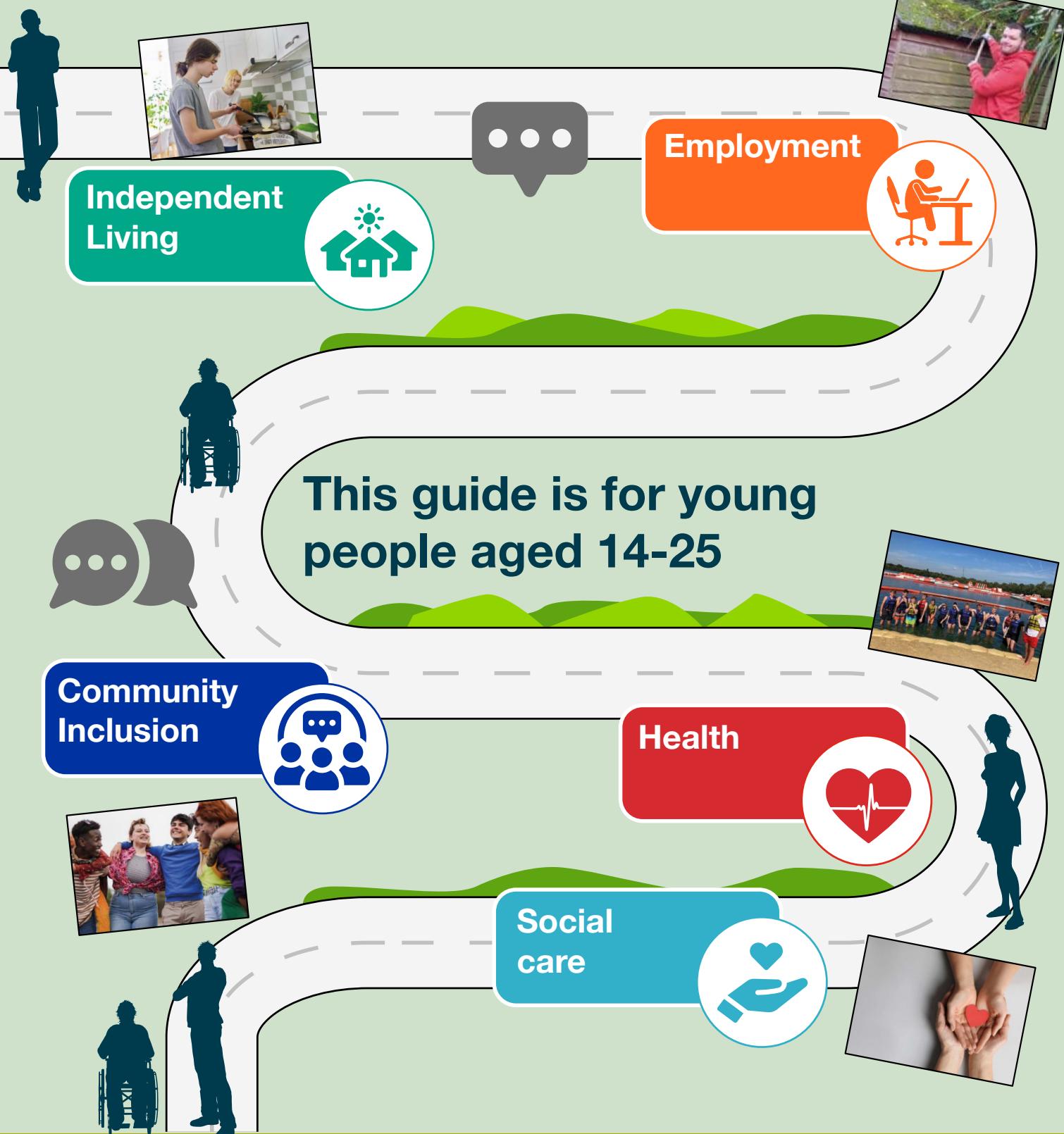


Preparing for adulthood pathway guide



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This document has been created in collaboration with our partners and young people via the organisations below. We would like to say a big thank you to everyone who has been involved.



Introduction

Adulthood is a time of significant change for young people especially when they have special educational needs and disabilities (SEND). There are many decisions and choices for you, as a young person, your families and carers to make about the future related to daily life. This can be complicated as support from education, health and social care may change when you get to 18.

Not everyone receiving children's social services will be eligible for adult social care services. The eligibility criteria is different and to receive adult social support, the individual's care needs will need to be assessed under the Care Act.

Planning and preparation for adulthood should start early to plan the right support for young people, to maximise their independence when entering adulthood.

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

This guide is for you and young people aged 14-25 with SEND who are preparing for adulthood, also known as transition. This guide is also for your parents and carers and professionals working with you. It sets out how services should work together to support young people with special educational needs, disabilities, learning disabilities and mental health diagnosis to prepare for adult life.

This document is also useful for young people with health and care needs that do not have an EHC plan. If you do not have an EHC plan but feel that you do need additional support, please talk to your education provider to identify needs and possible support strategies.

Planning and preparation for adulthood should start early to plan the right support for young people, to maximise their independence when entering adulthood.





Young people preparing to make their own decisions

SEND code of practice 2015 states local authorities and others should normally engage directly with you when you turn 16, rather than your parents. However, your family and parents should continue to be involved in discussions about your future. You may also ask your family or parents to help you in other ways, such as attending meetings, filling in forms or receiving correspondence, such as letters and emails, on your behalf. This is particularly important for 16 and 17-year-olds for whom your parents will continue to have parental responsibility until you reach the age of 18.

After the age of 16, all young people have the

right to make requests and decisions under the Children and Families Act 2014. These include the right to:

- request and assessment for an EHC plan
- make representation about what is included in their plan
- request an education setting to be named in their plan
- request a personal budget as part of their EHC plan
- appeal to the first-tier tribunal (SEND) if they are not happy with their plan



Your parents and families can continue to support you to make decisions or act on your behalf if this is what you want.

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

The SEND service at the local authority has the following legal responsibilities including:

- ensuring information, advice and support is available directly to young people; independent of their parents if that is what they want
- ensuring reviews of EHC plans for young people from Year 9 onwards, include a focus on preparing for adulthood
- ensuring young people have access to support from an independent skilled provider if they want or need this
- ensuring services provided by the local authority such as adult social care and housing helps young people prepare for adulthood
- ensuring an adult social care transition assessment for young people with SEN or disabilities if the authority thinks the young person will benefit from this. Our approaching adulthood team can help you (Adult social care, Approaching adulthood team, Telephone 01344 354466 E-mail: approaching.adulthood@bracknell-forest.gov.uk)
- consider a request for education, health and care needs assessment made by you, from age 16.



Helping young people to make decisions

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.

The Advocacy People

The Advocacy People can advise and inform you on advocacy services, once you are 18 years old and older. Their contact details can be found here: www.theadvocacypeople.org.uk/service-delivery-areas/bracknell-forest.

Mental Capacity Act 2005

The Mental Capacity Act 2005 (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. These assessments are usually undertaken by a social worker. You can speak to adult social care or any other professional involved with your support for more information. The principles of the MCA are that people that lack capacity are empowered to make as many decisions for themselves as possible and that any decision made, or action taken on their behalf, is done so in their best interests.

Alternatively, their parents or carers can apply for a Court of Protection to become a deputy, this

means they can make decisions on financial and personal welfare matters after the young person is 18.

Court of Protection

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 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

More information about Court of Protection is available at www.gov.uk/courts-tribunals/court-of-protection.

Information about becoming a deputy is available at www.gov.uk/become-deputy and you may find the following leaflet helpful to understand the processes [Appointees deputies and power of attorneys.pdf](http://mencap.org.uk/Appointees_deputies_and_power_of_attorneys.pdf) (mencap.org.uk).



Careers advice for children and young people

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

Sometimes, you may be finding it hard to know what path you want to go down, what courses are available, or you may just be finding your education after school difficult to engage in. This may leave you at risk of being not in education, employment or training (NEET). Elevate Bracknell can support you by offering careers guidance to help you back into education or employment. It details can be found at [Welcome to Elevate Me :: Elevate Me Bracknell Forest](#)



Education, health and care plans (EHC plans) - preparing for adulthood reviews

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

The Year 9 EHC plan review, and every subsequent annual reviews, must focus on preparing for adulthood. This should include support in the following areas:

- to find suitable post 16 pathways that lead to outcomes for employment, higher education or training opportunities
- to identify support you may need to find a job and help to understand benefits
- to prepare for independent living, including exploring decisions young people want to make for themselves discussions such as where they want to live in the future and the support they will need, local housing options and support to find accommodation, housing benefits and money matters and eligibility for adult social care
- to maintain good health and wellbeing in adulthood

- to plan continuing health services from children's to adult's services and helping young people understand which health professional may work with them as adults, ensuring those professionals understand the young person's needs. This should include the production of a health action plan and prompts for GP annual health checks for young people with learning disabilities
- SEND service to attend annual review meetings in transition years (Year 11 and Year 13)
- travel support to enable independence, in line with post-16 transport policy
- to participate and maintain relationships in the community, including support on activities in the community

Reviews should be person centred, consider what is working, what is not working and what is important to you and what is important for you as you progress towards adult life.



Education for young people 16 years and over

Young people aged 16-19 that continue education or those aged over 19 and up to age 25 who have an EHC plan, should have a clear study plan that enables them to achieve the best possible outcomes in adult life.

Schools and colleges

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

Vocational work placements

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

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

Bursary fund

Some students can apply for a 16-19 bursary fund. This is for learners aged 16-19 in school, training or further education or on unpaid work experience. Young people in care, care leavers

and people with disabilities can make an application to their college for up to £1,200. It is to help with education-related costs.

Students in the following groups may receive a bursary:

- young people in care
- care leavers
- young people claiming income support in their own name
- disabled young people who receive both employment support allowance and disability living allowance or personal independence payment (PIP) in their own name

You can get more information from your school, college or training provider about the bursary or visit the government website: 16 to 19 Bursary Fund: Overview - GOV.UK (www.gov.uk)

Higher education

If you have a disability and you are entering higher education (university or courses that are Level 4 and above), you may be entitled to extra financial help (Disabled students' allowance) towards the costs of:

- specialist equipment
- non-medical helpers
- extra travel costs
- other extra course related costs due to their disability



Finding additional support in further education college

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

High needs funding is for:

- pupils or students aged five to 18 with an EHC plan or SEN support with severe or complex needs, on the school roll and in full time attendance
- those aged 19 to 25 in general further education institutions and specialist post-16 institutions (SPIs) who have an EHC plan and require additional support costing over £6,000

High needs funding cannot be used to fund students aged over 19 who do not have an EHC plan.

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

Ceasing an EHCP

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

- the young person has taken up paid employment (excluding apprenticeships below a Level 4 and supported internships)
- the young person has started higher education (university). The higher education institution will be required to offer support services for students with additional needs
- a young person aged 18 or over who has left education and no longer wishes to engage in further learning
- the young person has turned 25
- the young person has met their outcomes as specified in their plan

The local authority will do this by issuing an intent to cease notice letter in writing to the parent or young person, stating the reasons why. The local authority will then issue a decision on ceasing the plan, after consulting with the young person/their parents and the headteacher of their school or college.

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

For independent advice and support, please contact [Bracknell Forest JASS](#).

Post 16 destination choices

Preparing for adulthood



GCSE's and academic options

Year 11 annual review preparing to leave school

Sixth Form further education college

Specialist post 16 education providers

Higher education

Leaving education

Education



Work placements from school

Supported internships

Apprenticeships

Supported employment

Access to work grant

Employment

Self-employed

Employment



Personnel social health and economic education

Support to manage long term conditions

Register with GP

Register with dentist

Healthy eating and diet exercise advice

Staying healthy

Health



Travel training

Grant for transport

Joining activities and groups

Housing advice, support and options

Managing money

My life; my choices

Independent Living



Social care transition review age 16+

Adult assessment

Adult social care pathway

Housing options

Receiving care and support

Social Care

Preparing for adulthood pathway: A checklist for helping young people move towards adult life for ages 13 - 25

Year 9 – 13 to around 14 years old		
Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>EHCP review/preparing for adulthood review co-ordinated by school.</p> <p>School to send review notes to SEN service</p> <p>EHCP reviewed and new outcomes recorded</p> <p>Preparing for adulthood goal recorded.</p> <p>Approaching adulthood team works with SEND and children's services to identify young people who may be eligible for adult social care.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> SEND team school children's social care (if involved) health care (if involved) approaching adulthood team
Friendships, relationships and my community	<p>Identify key relationships for the young person (their circle of support).</p> <p>Identify how the curriculum can support the young person in keeping and developing friendships</p> <p>Consider any out of school activities that the young person might like to attend.</p> <p>Think about how the young person can develop relationships through spending time out of the home/family.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> school children's social care (if involved) myself
Developing independence	<p>Start thinking about the independence skills needed for the future.</p> <p>Work with the school to think about curriculum.</p> <p>Opportunities for developing independence skills such as travel training, domestic skills and money skills.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> school/lead professional parents/carers
Preparing for employment	<p>Start talking about interests, favourite subjects, aspirations and future work.</p> <p>Agree who will help young person to start a career plan.</p> <p>Work with the school to identify potential work experience or activities that will help the young person explore the world of work.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> school careers advisor SEN caseworker
Keeping healthy	<p>Begin to plan how the young person will access health equipment, therapies, specialist support, sexual health support in adulthood.</p> <p>People with a learning disability are able to access an annual health check from their GP from the age of 14.</p> <p>Health transition lead to be identified if needed.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> school nurse GP parents/carers myself

Year 10 – 14 to around 15 years olds

Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>Year 10 EHCP review and new outcomes recorded.</p> <p>Review preparing for adulthood goals.</p> <p>Young person and parents visit post 16 education options.</p> <p>If likely to change provision post-16, consider what will need to be in place for a smooth transition.</p> <p>Approaching adulthood team to attend EHC plan review to help formulate adult social care assessment, if required.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • SEND team • school • children's social care (if involved) • health care (if involved) • approaching adulthood team
Friendships, relationships, and my community	<p>Begin to discuss what is important in the future for the young person in terms of friendships and relationships and how this might be achieved.</p> <p>Consider how often the young person is going out to see friends/attend activities. Is more support or advice needed?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • social care (if involved) • myself
Developing independence	<p>Check that goals for travelling as independently as possible are being practiced and think about how the young person will get to school, college or employment post-16.</p> <p>Ensure that young person and family are able to access information about housing options in adulthood.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/lead professional • parents/carers
Preparing for employment	<p>Identify who will support the young person to find work experience or work.</p> <p>Agree how the young person will access information about supported internships and apprenticeships.</p> <p>Identify post-16 learning options and goals for the future.</p> <p>Agree actions to work towards outcomes such as taster days to post-16 colleges, visits to providers.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • careers advisor • SEND caseworker
Keeping healthy	Annual health check via GP.	<p>Responsibility</p> <ul style="list-style-type: none"> • school nurse • GP • parents/carers • myself

Year 11 – 15 to around 16 years old

Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>EHCP reviewed.</p> <p>Review preparing for adulthood goals.</p> <p>Young person decides on preferred Post-16 option.</p> <p>Think about travel routes, hours and days of course and motivation and interest in the course and personal development.</p> <p>Approaching adulthood team will commence adult social care assessment from age 16.</p> <p>Identify any informal and young carers that may need assessment under the Care Act.</p> <p>Potential peer support service.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • SEND team • school • children's social care (if involved) • health care (if involved) • approaching adulthood team
Friendships, relationships and my community	<p>Think about how friendships can be maintained once school ends.</p> <p>Support young person on ways that they can keep in touch with friends.</p> <p>Can the young person access local leisure opportunities, such as cinema, sports centre, shopping centre?</p> <p>Is the young person accessing short breaks and/or any other support needed?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • social care (if involved) • myself
Developing independence	<p>Ensure young person is travelling independently where possible. Where this is not possible, consider support to develop travel skills or travel assistance available.</p> <p>Inform young person and families about post-16 contributions to transport.</p> <p>Discuss benefits available to family and young person post-16.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/lead professional • parents/carers
Preparing for employment	<p>Review work experience and plan further opportunities.</p> <p>Continue discussions about future plans and explore a range of options.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • careers advisor • SEND caseworker
Keeping healthy	<p>Young person should be enabled to give their view and is legally able to give consent to medical treatment once they are 16 years old.</p> <p>Consider whether a continuing healthcare assessment is needed.</p> <p>Ensure the young person knows how their health needs will be met in adulthood.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school nurse • GP • parents/carers • myself

Year 12 – 16 to around 17 years old

Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>Consider how EHCP can be joined up with any other reviews such as a child in need (CIN) reviews.</p> <p>Review preparing for adulthood goals.</p> <p>Adult social care assessment completed where applicable.</p> <p>Community services and potential support providers discussed and identified.</p> <p>Consider appropriate funding streams.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • SEND team • school • approaching adulthood team • health care (if involved) • children's social care (if involved)
Friendships, relationships and my community	<p>Is any additional support or advice required in order to maintain and develop friendships?</p> <p>Is the young person accessing social groups and community facilities?</p> <p>Can the young person use a mobile phone, messaging, video calling, social media to stay in contact with friends?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • social care if involved • myself
Developing independence	<p>Young person and family have information on the range of housing options available.</p> <p>Consider support necessary to develop independent travel skills.</p> <p>Consider applying for post-16 bursary through school/college for help with education related costs if the young person is in receipt of PIP and either in care of receiving Universal Credit.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/lead professional • parents/carers
Preparing for employment	<p>Plan to spend more time in work related learning or employment that young person is interested in.</p> <p>Ensure career plan continues to be updated.</p> <p>Continue to explore possible options such as apprenticeships, supported internship, further education, Breakthrough Support.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • careers advisor • SEND caseworker
Keeping healthy	<p>Lead post-18 health professional identified.</p> <p>Identify post-18 health support available and pathways to access these.</p> <p>Annual health check via GP if eligible.</p> <p>Continuing health care (CHC) checklist completed by 17.5 years where appropriate.</p> <p>Mental Capacity Act to be considered in relation to decisions and consent.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • GP • school nurse • lead professional • parents/Carers- (if the young person chooses) • myself

Year 13 – 17 to around 18 years old

Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>Person centred annual review meeting to identify actions for preparation for adulthood.</p> <p>Clarify future study pathway, professionals to be involved, lead professional to be identified.</p> <p>Adult social care to confirm eligibility, finalise assessment and create care and support plan with young person and family. Funding to be in place by 18th birthday.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • SEND team • school • approaching adulthood team • children's social care (if involved) • health care (if involved)
Friendships, relationships and my community	<p>Talk about the young person's social group and confirm how they are going to stay in touch with their friends and make arrangements for socialising.</p> <p>Is any additional advice or support needed with social activities or keeping in touch with friends?</p> <p>Can the young person use a mobile phone and social media to keep in touch with friends?</p> <p>Can they use public transport to get to social activities/meet up with friends?</p> <p>Is any support needed to encourage the development of these skills?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/college • children's social care (if involved) • Myself
Developing independence	<p>Consider support necessary to develop independent travel skills and/or assistance that may be needed.</p> <p>Consider how young person's money will be managed and whether they need an appointee or deputyship.</p> <p>Confirm benefits are in place for young person and has had benefits advice.</p> <p>Financial assessment requested if young person is going to be receiving package of care from adult social care.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/ college • approaching adulthood team • parents/carers
Preparing for employment	<p>Ensure career plan continues to be updated.</p> <p>Continue to explore all possible options including supported employment apprenticeships, supported internships, work experience or work-related learning at college.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • careers advisor • SEND caseworker
Keeping healthy	<p>Confirm whether there is eligibility for NHS continuing healthcare.</p> <p>All plans such as epilepsy care plans and health information uploaded to Rio by children's health professionals.</p> <p>Lead adult health professional initiates handover arrangements, liaises with current health professionals and completes health transition checklist.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • CCG • all health professionals (GP)

Year 14 – 18 to around 19 years old

Check List	What to consider	Who is Responsible
EHCP and needs assessment	<p>Person centre annual review meeting.</p> <p>Consider whether all appropriate professionals are involved.</p> <p>Consider transition for the young person – is a new support plan needed for post-school?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/college • approaching adulthood team/adult social care (if involved) • MDT meeting
Friendships, relationships and my community	<p>Talk about young person's social circle and how they are keeping in touch and socialising. Are they able to use a mobile phone/messaging/social media?</p> <p>Can they get out and about and travel to meet people?</p> <p>Can they access local services such as GP, hairdresser?</p> <p>Is any additional support needed in this area?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/college • approaching adulthood team • myself
Developing independence	<p>Consider support to develop independent travel skills.</p> <p>Ensure the young person and their family have information about local housing options/have registered on the housing list.</p> <p>Check young person and family's benefits are all up to date and maximised when the young person is leaving education.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/college • approaching adulthood team/adult social care (if involved) • parents/carers (if the young person chooses)
Preparing for employment	<p>Ensure career planning is updated.</p> <p>Plan to spend more time in work related learning or employments.</p> <p>Consider all options such as supported employments, supported internship, apprenticeship, work experience.</p> <p>May be eligible to claim Universal Credit if leaving education.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school • careers advisor • SEND caseworker
Keeping healthy	<p>Health lead invited to annual review meetings.</p> <p>Share information with other health professionals with young person's consent.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • health transition lead (if involved) • GP • Parents/carers- if the young person chooses • myself

19 to 25 years

Check List	What to consider	Who is Responsible
EHC plan and needs assessment	<p>EHC plan will cease when young person moves on to higher education, ceases education or moves onto employment. An annual review MUST take place before a plan is ceased and should provide information for pathways to get support such as a mentor.</p> <p>Annual review will need to be updated by new education setting, if appropriate.</p> <p>Job applications, further study or work experience planned with young person.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/college if continuing education • SEND Team if not continuing education • MDT meeting with all relevant professionals involved if required
Friendships, relationships and my community	<p>Ensure the young person's social activities are being continued and that they are able to maintain friendships that they would like to. Check if there is any additional advice or support needed in this area.</p> <p>Continue to develop goals with communication and travel to enable the young person to maintain friendships and going out in the community.</p> <p>Ensure family has information about support and a carers assessment if required.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/ college (if involved) • approaching adulthood team/adult social care (if involved) • SEND team w(if involved) • myself • parents/carers
Developing independence	<p>Ensure that the young person and family has information about local housing options and check that the young person is registered on the housing list.</p> <p>Consider support to develop independent travel skills or assistance to travel, when needed.</p> <p>Ensure that the young person has received benefits advice.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/ college (if involved) • approaching adulthood team/adult social care (if involved) • SEND team (if involved) • myself • parents/carers
Preparing for employment	<p>Ensure career plan is updated and that the young person has further opportunities to spend time in an employment focused environment.</p> <p>Consider support for young person to access Job Centre Plus such as Breakthrough Support.</p> <p>Continue to explore all options such as supported internship, supported employment, volunteering.</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • school/ college (if involved) • approaching adulthood team/adult social care (if involved) • SEND team (if involved) • careers advisor • myself • parents/carers
Keeping healthy	<p>Annual health check via GP if eligible.</p> <p>Ensure that the young person knows how to keep healthy. Do they need any additional support from community team for people with learning disabilities (CTPLD) nurses if eligible.</p> <p>If a young person is returning from out of area, are local health professionals aware and have referrals been made?</p>	<p>Responsibility</p> <ul style="list-style-type: none"> • health transition lead • myself



Independent living: Independence and housing options

Schools and family members should support young people to acquire independent living skills such as travel training, basic cookery skills, personal care and money management. Moving away from home is a huge step and should be thought through carefully.

When creating your care and support plan it is important to think about where you want to live now and/or in the future. You may want to remain living at home, with friends or alone (with support if needed).

Different kinds of housing may be available, including flats, supported living and residential care. To help you make the right decision you will need to think about the kind of support you may need to live away from home. Please refer to the 'housing' section later in this document. You can also find impartial housing information on the Mencap website at: www.mencap.org.uk/advice-and-support/housing/housing-faqs



Employment: Education, employment and training

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

Breakthrough

[Breakthrough](#) is a service provided by Bracknell Forest Council, which support young people with disabilities to access all employment related activities.

Young people may wish to consider an apprenticeship or supported internship and this should be discussed with their college who can provide more information about availability.

Apprenticeships

Apprenticeships are an opportunity to work and study at the same time. Most of your time is spent doing on-the-job training and the rest is spent working towards a qualification. You will get paid a salary and be part of a team, just like a standard employee, but you will also get

dedicated study time throughout the week.

The qualification you can achieve could vary from the equivalent to GCSEs, to a master's degree, depending on the level of apprenticeship you take. There are different types or levels of apprenticeships depending on where you are in the UK. Each level apprenticeship will have different entry requirements. If you have an EHC plan, your plan can support you with your apprenticeship up to Level 3.

Supported internships

Supported internships are a study programme put together to give each student exactly the training, support and work skills they need to help them get a job. Most of the learning is done in the workplace. Your employer gives you work experience, trains you to do a job role and teaches the skills needed for work.

You also have the chance to study for qualifications and other training or learning as part of a personalised study programme that helps you to be ready to take up a job.

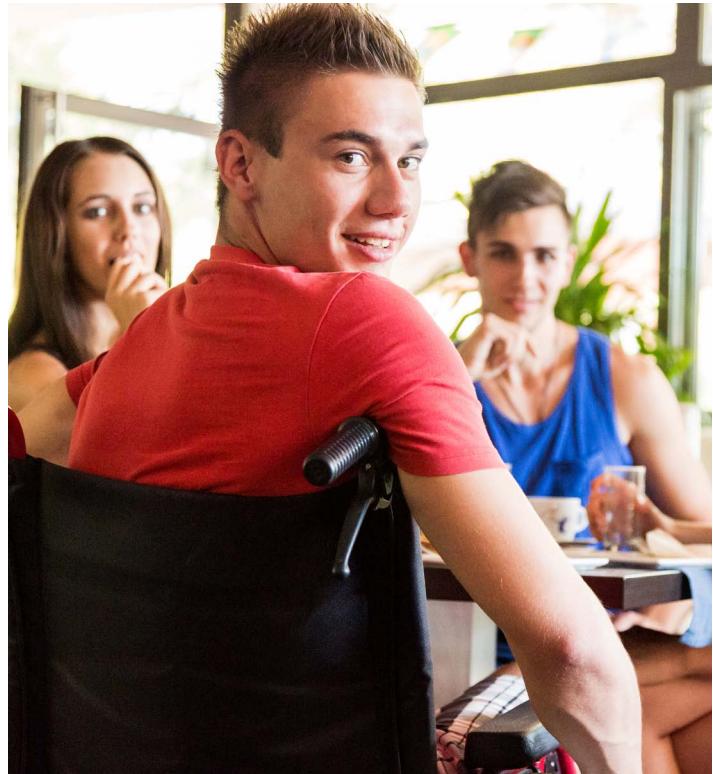
Internships are unpaid and last for at least six months. They are all about working towards getting a paid job and, wherever possible, doing a supported internship will enable you to move into a paid job at the end of the programme.

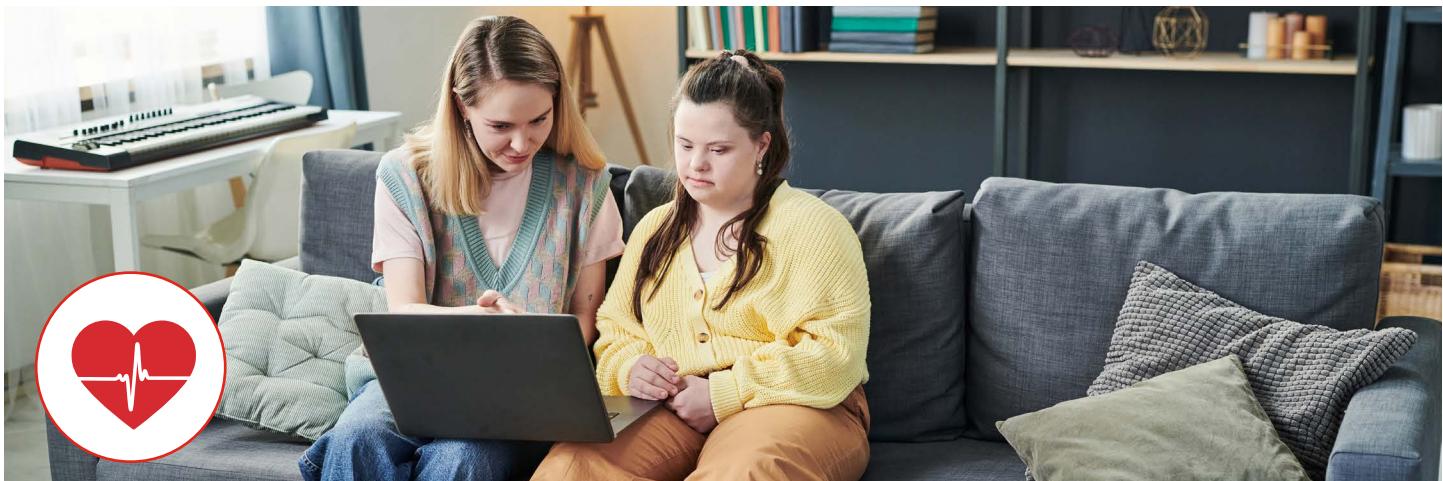


Community inclusion: Making friends and building relationships

It is important that young people maintain friendships after school ends. Local community centres, youth clubs, churches, charities, schools, support and short breaks providers offer a range of daytime and evening events and activities to help make new friends.

Information at the end of this booklet will help you find something of interest, or you can use the [local activities](#) or [additional needs information hub](#) to find a fun activity to engage with your community.





Health: Transitioning from childrens health services to adult health service

Bracknell's community team for people with a learning disability (CTPLD)

Health pathways vary depending on the needs of the young person who may require a range of professionals from across community and hospital settings to ensure appropriate support is in place. A community provider, such as Bracknell's community team for people with a learning disability (CTPLD), works alongside primary care services (GPs) to support people with learning disabilities to access appropriate health care services.

Continuing health care

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

A continuing health care assessment is also available to young people with complex medical needs if an initial checklist completed by nurse assessors demonstrates potential eligibility. If eligible for continuing health care, a personal health budget and care plan will be developed by the NHS at the age of 18 and over.

Child and adolescent mental health services (CAHMS)

If you receive a service from the child and adolescent mental health services (CAMHS), your practitioner will refer you to the adult mental health team, if your support is required to continue.

Transition

In health care, the word 'transition' is used to describe the planning, preparing and moving on from children's health care to adult health care. It should be a gradual process and gives everyone time to talk about what health care you will need as an adult, choose which adult hospital or services are best for you and make sure that you are ready for the move. Adult health care is delivered in a different way to children's health care, but health care professionals endeavour to support and advise you and your family as you are moving from one service to the other.

A long term health condition

If you have a long term health condition, planning for adulthood should start at age 14 but this will depend on individual circumstances. The exact timing of the move from children to adolescent of adult health services carries from person to person but most young people do so between 16 and 19. You can ask the consultant or clinical nurse specialist about when you will be making the move. You can find out more about transitions from children's to adult healthcare in East Berkshire from: [Transition to Adult Services/Children Young People and Families Online Resource](#).

If you have had medical support or therapy whilst you were at school, it is helpful if the person who has been working with you can be at the transition meeting. If they cannot attend, they should provide you and other professionals with the relevant information to be included in the transition plan so that appropriate referrals can be made to adult health services.

Adult social care pathway



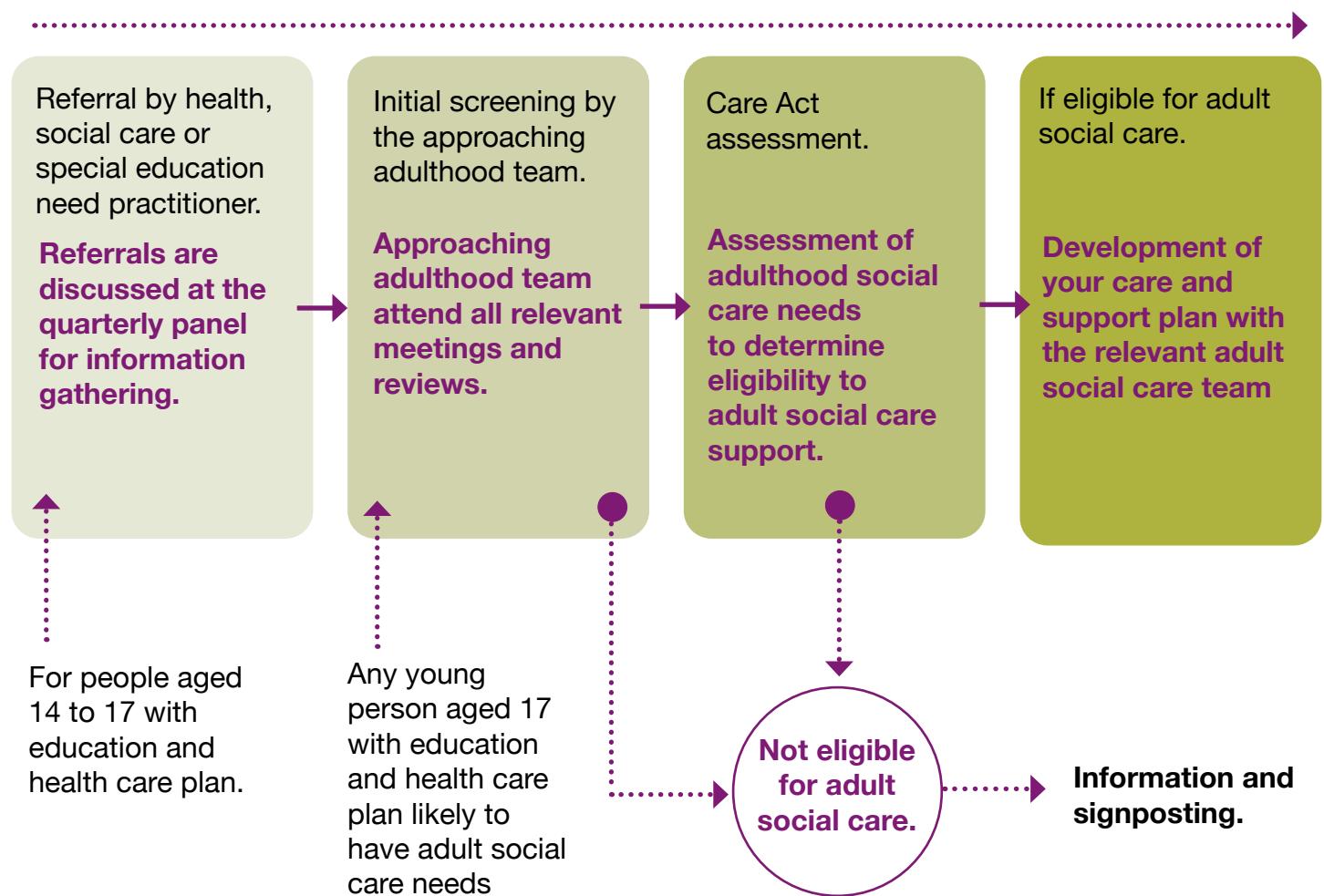
Care Act 2014

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

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

If a young person does not meet adult social care eligibility, then there may be support in the community to enable them to maximise their independence. You will also find further information about what to expect and your rights with transition arrangements [here](#).

Process for adult social care assessment



Bracknell Forest adult social care - approaching adulthood

Any young person with an EHC plan and/or learning disabilities, autism, mental health needs and long-term conditions, is discussed at the quarterly approaching adulthood panel. The panel is made up of professionals from approaching adulthood team, children's social care, special educational needs service and community mental health teams.

If it is likely that you may have adult social care needs, the approaching adulthood team will attend all your relevant meetings and reviews to gather information on your support needs and build a relationship with you and your circle of support.

If you have a children's social worker, or any other professional involved in your life, we will also work with them to understand the help and support you may require in adulthood.

We will work with you from age 16 to assess your care needs and develop a care and support plan in readiness for your 18th birthday.

Bracknell Forest adult social care consist of three teams:

- If you have a mental health diagnosis, you may be referred to [Bracknell community mental health team](#).

Long term condition

- If you have a long term condition, you will be referred to Bracknell Forest Council's adult [community team](#).

Learning disability and/or autism

- If you have a learning disability and/or Autism, you will be supported by Bracknell Forest Council's community team for people with learning disability and autism team, which includes the approaching [adulthood team](#).

If you are eligible to receive adult social care support, each of these teams will work with you and your circle of support to develop a care and support plan which will focus on your strengths and wellbeing as well as your assessed care needs under the Care Act.

You will have an opportunity to talk about what is important to you, how you want to be supported and what outcomes you want to achieve. This may be from local community and voluntary organisations and/or paid support.

If you received support from children's social care you may not receive the same support from adult social care that you did from children's services. Your care and support plan will reflect your needs and wishes which may be different as an adult.





Your personal budget

Adult social care will tell you how much money your care will cost. This is called a personal budget. You can ask for the money as a direct payment. Direct payment gives people better choice and more control over the support they can get or you can ask adult social care to arrange the [care for you](#).

Seeking approval for your care and support plan

Your care and support plan will be presented to Bracknell Forest adult social care by your social care practitioner for approval and to make sure that all options have been considered to promote your well-being and independence. You will be notified of the outcome and receive a copy of your care and support plan.

Once the support is in place, your social care practitioner will meet with you to check that you are happy with the support arrangements and working towards your outcomes. This usually takes place after six weeks or before if required. Adult social care will then review your care and support

plan annually to make sure it is still meeting your needs. We will work together to identify any new goals/outcomes and update your support plan accordingly. You can request a review at any time if you feel that your care and support needs have changed.

Your finances

Once you reach 18, you should, where possible, be supported to manage your own finances. If this is unlikely to be possible, a mental capacity assessment will be completed by adult social care. If the assessment is that you cannot manage your finances, an appointee or a person who holds lasting power of attorney (LPA) on your behalf (usually a parent) will manage finances. For more details see Advocacy Mental Capacity and Court of Protection.

Financial matters will change when you turn 16. As you become an adult, you and your circle of support will need to think about various forms of financial support. When you turn 16, you can claim benefits in your own right.

Financial assessment

At 18, you will have a [financial assessment](#). This is a discussion that the council may have with you to work out how much you can afford to pay towards the care and support you need. It involves looking at income, savings and individual circumstances. They will also make sure you receive the correct benefits. This will take place after your Care Act assessment. Depending on your situation, you may be asked to contribute towards the costs of your care.

Appointeeship

If you are not able to manage your money someone in your circle of support can request to become your appointee and act on your behalf.



The Wayz Youthgroup



Jealotts Hill



Make Sense Theatre group

Accessing the community

If you are leaving college and moving into adult life, and not in education, employment, training or an apprenticeship there are a range of activities you can join which are both fun and skill building, and which provide for young adults with a range of needs.

These activities offer the opportunity to make friends and some of the service providers also run additional clubs and activities that can be accessed in the evenings or at weekends. Bracknell's [community map](#) can also help to find day-time activities.

Services are charged for on a daily or half daily fee basis and many will offer a free taster session.

Services can be paid for from a personal budget/direct payment or the council can also arrange a service on your behalf to meet your identified needs and outcomes.

If you require support to access the community or to meet your care needs, this can be provided by a personal assistant, a support worker, someone from your circle of support or a day services provision may be more suitable. It can be a combination of different support options, and this will be discussed and detailed in your care and support plan.

Transport

If you are not able to travel independently, the following schemes can support you to access the community:

- [Blue badge](#)
- [R-bus](#)
- [Keep mobile](#)
- [Bus pass](#)



**Jess –
Peas and
Carrots at
SHP**



**Ryan working as Kitchen
Porter at Pineto Lounge –
The Lexicon**



Adam gardening

Employment - Breakthrough

[Breakthrough](#) is a supported employment service in Bracknell Forest.

Breakthrough want to help you:

- find a job that you like
- achieve your work goals
- achieve your full potential

Breakthrough believes everyone has the right to work and be paid for it.

It will make sure any reasonable adjustments are made to support a person's work journey. Once you have found a job, it can still support you until you are ready to work independently. It offers support in to different types of job such as volunteering, work tasters, work experience, paid employment or self-employment.

Before you get a job, it will help you to prepare for work, interviews, support at job centre appointments, job training and travel training. After you find a job, it will help you to learn your new job through job coaching, liaise with your new employer around support you may need and will only stop its support once you have become independent with your job.





Housing

When creating your care and support plan it is important to think about where you want to live now and/or in the future. You may want to remain living at home, with friends or alone (with support if needed).

Different kinds of housing may be available, including flats, supported living and residential care. To help you make the right decision you will need to think about the kind of support you may need to live away from home.

Possible housing options are:

- residential care
- supported living
- shared lives
- renting privately
- renting from a council or housing association

If you want to apply to be on the local housing register, this is usually possible from the age of 18, but it can take many years to be offered a home. To find out about the housing options available to you, or if you are at risk of homelessness, you can get advice and support from Bracknell housing options. [Housing Bracknell Forest Council](#)

You can also find impartial housing information on the [Mencap website](#).

- Buying own home/shared ownership with a housing association



Carers

You can ask for a carer's assessment from the social care services at Bracknell Forest Council if you provide unpaid care to an adult (aged 18 or over).

Caring for someone covers lots of different things, including:

- helping with their washing, dressing or eating
- taking them to regular appointments
- keeping them company when they feel lonely or anxious
- shopping – even if it is once a week
- regular welfare check

How the assessment could help you

The assessment will look at the different ways that caring affects your life. It will work out how you can carry on doing the things that are important to you and your family. Your physical, mental and emotional wellbeing will be at the heart of this assessment.

As a result, you may be eligible for support from the council. The council will also offer you advice and guidance to help you with your caring responsibilities.

Support might include:

- a direct payment to spend on the things that make caring easier
- practical support, like arranging for someone to step in when you need a short break
- being put in touch with local support groups so you have people to talk to

Can I have an assessment?

Any carer who appears to have a need for support can have an assessment.

You can have a carers assessment even if the person you care for does not get any help from the council, and they will not need to be assessed.

If both the carer and the person they care for agree, a combined assessment of both their needs can be undertaken.

If there are other children in the family who help in any way with providing care, there is support available to them. Children under 18 years of age who provide care are called young carers.

Young carers must be offered an assessment to see what support they need although they do not have to have an assessment if they do not want to.

Safeguarding Concerns

If you think that a child or young person under 18 is at risk of being harmed or neglected, contact Bracknell Forest safeguarding:

email: mash@bracknell-forest.gov.uk

phone: 01344 352005

If you are over 18 and concerned about yourself or someone else over 18, please phone adult social care on 01344 351500.

If emergency help is required when the office is closed, the out of hours team can be contacted on 01344 351999.

If you feel you or someone is in immediate danger, phone emergency services on 999. Do not put yourself or anyone else at risk.

Where to go for more information

Bracknell SEND local offer

The local offer provides information about local services, support, activities and events for children and young people aged 0 – 25 years who have special educational needs or disabilities

[SEND Local Offer](#)

If you don't have access to a home computer, the local offer can be viewed at your local library or call us on 01344 353133

Bracknell services guide

[Children and family services](#)

Special education needs and disability (SEND) team

Telephone 01344 354039

E-mail: sen.education@bracknell-forest.gov.uk

Children's social care (CSC)

Telephone: 01344 352020

Email: childrens.socialcare@bracknell-forest.gov.uk

Adult social care

Approaching adulthood team

Telephone 01344 354466

E-mail: approaching.adulthood@bracknell-forest.gov.uk

Community team for people with a learning disability and/or autism

Telephone: 01344 354466

Email: duty.ctpld@bracknell-forest.gov.uk

Special education needs and disability impartial advice and support services (SENDIASS)

Helpline: 01344 354011

Email: iass@bracknell-forest.gov.uk

Bracknell Forest Council benefits service

[Benefits and support](#)

Tel. 01344 352010

The Advocacy People

Email: info@theadvocacypeople.org.uk

Telephone: 0330 440 9000

Bracknell HealthWatch

[Healthwatch](#)

Tel. 0300 0120184

Housing services

Telephone 01344 352045

For Housing register queries, email: housing.register@bracknell-forest.gov.uk

For homelessness risk queries, email: housing.options@bracknell-forest.gov.uk

East Berkshire NHS

Telephone: 0300 365 1234

Email: integratedhub@berkshire.nhs.uk

Bracknell Forest safeguarding board

Email: BFSB@bracknell-forest.gov.uk

Elevate

Email: elevate@bracknell-forest.gov.uk

Phone: 01344 352777

Breakthrough

[Breakthrough](#)

Email: breakthrough.employment@bracknell-forest.gov.uk

Telephone: 01344 354295

Bracknell's Parent Carer family forum

Bracknell parent and carer forum are a voluntary and independent group of parents and carers of children and young people who have special educational needs or a disability living in Bracknell Forest. Their mission is to deliver better outcomes for families living with special educational needs and disabilities (SEND)

[Bracknell PC Forum](#)

Email - bracknell.pcf@gmail.com

Forestcare

Email: forestcare.enquiries@bracknell-forest.gov.uk

Telephone: 01344 786599

[Forestcare](#)

Useful links

Preparing for adulthood provides expertise and support to local authorities and their partners to embed preparing for adulthood from the earliest years. The website contains information about paid employment, independent living, housing options, good health, friendships, relationships and community inclusion.

[Preparing for adulthood](#)

My adult still my child explains things for parents of young people that may not be able to make decisions. It is set up by parent carers and has lots of useful case studies and support.

Autism Berkshire

[Autism Berkshire](#)

Telephone: 01189 594 594

Bracknell and Wokingham College

[Bracknell and Wokingham College](#)

Telephone: 0800 612 6008

Berkshire College of Agriculture

[bca](#)

Telephone: 01628 824444

Berkshire Healthcare Foundation Trust

[Berkshire health care](#)

British association for supported employment

[Base](#)

Telephone: 01204 880733

Carers Hub

[Reading Voluntary Action](#)

Telephone: 0118 324 7333

Citizens Advice Bracknell Forest Council

[Citizens Advice East Berkshire](#)

Telephone: 0808 278 7914

CommuniCare offers free advice on a range of different topics including housing and benefits.

[CommuniCare](#)

Contact for families with disabled children

[Contact](#)

Telephone: 0808 808 3555

Continuing healthcare funding

[Continuing healthcare](#)

Council for Disabled Children

[Council for disabled children](#)

Department of Work and Pensions

[Department for work and pensions](#)

Disabled Students' Allowance

[Disabled students allowances](#)

Easy Health

[Easyhealth](#)

Gatsby Standards

[Good career guidance](#)

Mencap

[Mencap](#)

Telephone: 0808 808 111

Mencap resource pack mental capacity and deputies [mental capacity act resource pack](#)

Bracknell Promise Inclusion (Formerly known as Wokingham, Bracknell and Districts Mencap)

[Promise inclusion](#)

Tel. 0300 777 8539

National Citizenship Service

[ncsyes](#)

Prince's Trust

[Prince's Trust](#)

Telephone: 0800 842 842

Royal Berkshire NHS Foundation Trust

[Royal berkshire](#)

Telephone: 0118 322 5111

Scope

[Scope](#)

Telephone: 0808 800 3333

The Duke of Edinburgh's Award

[dofe](#)

UCAS – Further education, undergraduates, postgraduates and more

[UCAS](#)

Ways into Work

[Waysintowork](#)

Telephone: 0300 561 0010

Court of Protection and Becoming a Deputy

[Court of protection](#)

[Deputy](#)

Glossary

Advocacy

Advocacy means getting support from another person to help someone express their views and wishes. Someone who helps in this way is called an advocate.

Adult social care

Bracknell Forest adult social care and health services include a wide range of services to help adults maintain their independence, maximise their health and wellbeing, be protected in vulnerable situations and play a full part in society. Information and support is provided to adults who have additional needs arising from age, learning, physical or sensory disabilities or long-term physical or mental health conditions or autism.

Annual review

The review of an education health and care plan which should, as a minimum, be every 12 months.

Care plan

A record of the health and/or social care services that are being provided to an individual to help them manage a disability or health condition.

Carer's assessment

If an adult is an unpaid carer for a family member or friend, they have the right to discuss with their local council what their own needs

are, separate to the needs of the person they care for. The council uses this information to decide what help it can offer them.

Care Act assessment

The Care Act is a law passed in England in 2014 that sets out what care and support an adult is entitled to and what local councils have to do. According to the law, councils have to consider a person's wellbeing, assess their needs and help them get independent financial advice on paying for care and support.

Child and adolescent mental health services (CAMHS)

These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Children and Families Act 2014

The act is intended to give greater protection to vulnerable children, better support for children whose parents are separating, a new system to help children with special educational needs and disabilities, and help for parents to balance work and family life.

Children in care

A child may be taken into care because of a care order, and Bracknell Forest Council will share responsibility for making most of the important decisions about your child's upbringing, including who looks after them, where they live, how they are educated.

Disabled students' allowance (DSA)

An allowance for undergraduate or postgraduate students who have a disability or long-term health condition, mental health condition or specific learning difficulty such as dyslexia or dyspraxia which affects their ability to study. It can be used to pay for things such as special equipment, a note-taker or transport costs.

Education, health and care plan (EHC plan/ EHCP)

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Further education (FE) college

A college offering continuing education to young people over the compulsory school age

of 16. The FE sector in England includes general further education colleges, sixth form colleges, specialist colleges and adult education institutes.

Financial assessment

This is a discussion that the council may have with someone to work out how much they can afford to pay towards the care and support they need. It involves looking at income, savings and individual circumstances. This will take place after an assessment of care and support needs has taken place. Depending on someone's situation, they may be asked to contribute towards the costs of their care.

Independent advocate

An independent advocate can support someone when they are dealing with difficult issues and help to get the care and support that they need. Independent advocacy organisations are separate from organisations that provide other types of services, like the council, BFFC or the NHS.

Local offer

Local authorities in England are required to set out in their local offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have education, health and

care (EHC) plans. Local authorities must consult locally on what provision the local offer should contain.

Mental capacity

‘Mental capacity’ means being able to make your own decisions. Someone lacking capacity, because of an illness or disability such as a mental health problem, dementia or a learning disability, cannot do one or more of the following four things:

- understand information given to them about a particular decision
- retain that information long enough to be able to make the decision
- weigh up the information available to make the decision
- communicate their decision

NHS continuing healthcare

NHS continuing healthcare is the name given to a package of care that is arranged and funded solely by the NHS for individuals aged 18 and over who are not in hospital but have complex ongoing healthcare needs. It can be provided in any setting, for example in the home or in a residential care home.

Parent

Under section 576 of the Education Act 1996, the term ‘parent’ includes any person who is not a parent of the child but has parental

responsibility or who cares for them.

Personal budget

A Personal budget is an amount of money identified by the local authority to deliver provision set out in an EHC personal budget plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person or may be held and managed on their behalf by the local council, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Social worker

A social worker is a professional who looks at all the things someone

can do and asks what they may need help with, in terms of social and other types of care and support. They have to follow the law made by parliament and make sure everyone is treated fairly.

Transitions

Children transition to young adults and, in turn to adults. There are many moves in a child and young person’s life, for example, home to nursery, nursery to primary school. A major move is the process by which young people with health or social care needs move from children’s services to adult services. This is sometimes called transition. It should be carefully planned, so that there are no gaps in the care young people receive. Young people and their families should be fully involved in the planning process.

Young person

A person over compulsory school age (the end of the academic year in which they turn 16). From this point, the right to make decisions about matters covered by the Children and Families Act 2014 applies to the young person directly, rather than to their parents or carers.



The 'preparing for adulthood roadshow'

The PFA roadshow event, held at Bracknell and Wokingham college in January 2024, was the first time an event of this scale has been offered for children and young people (CYP) with SEND in the Bracknell Forest area. Subject to ongoing support from all parties, it is hoped that this will become an annual event.

The objective for the PFA roadshow events are outlined below:

- The target group is for CYP with SEND, between the ages of 14- 25. The Bracknell Forest area has several hundred young people which fall into this group, therefore we hope that increasing numbers of young people with SEND (and their parent/carers) in the area will continue to attend.
- The events target all young people (14-25) in the area, including young people who are educated in out of area settings, those who are not currently at school, as well as young people educated within Bracknell Forest schools.
- Provide an opportunity for people to be aware of the broader range of support that was available in the area, by inviting local

exhibitors to participate, who represent four key areas:

- Education
- Employers/ employment services
- Health, wellbeing and social services
- Leisure and social activity providers
- Provide visitors to the event, the opportunity to talk openly about the challenges and concerns they have, about the options open to CYP as they reach school leaving age

We hope that the event will encourage providers offering support and services in the area, will increase their level of communication with other groups, which would help to develop a network of providers in the area.

Improve the level of awareness for schools (via SENCOs) of the support and opportunities available for their SEND pupils

Raise the profile of SEND support in the area, lifting hopes and reducing anxiety about the future for young people with SEND in the Bracknell Forest area.

[Watch a video](#) from the event.



If you need a reasonable adjustment to communicate with us, please call 01344 352000 or email: customer.services@bracknell-forest.gov.uk.