

# The Hampshire Transition Handbook for families and carers

## **Introduction**

This Handbook is designed to help families and carers, as the young person moves from Children's to Adult Services in health, social care and further education. Social Services ceased to exist in 2005, and services are now managed by the Children's Services Department and Adult Services Department. The Local Education Authority is also now part of Children's Services. Connexions, now part of Youth Support Services (YSS) is part of Children's Services.

For young people, moving towards adult life should be a positive experience and a time of opportunity. Young people with complex needs and disabilities can face extra challenges.

Government policies require that services should be working well together to meet a young person's and family's needs and the requirement for better coordination has been flagged up in both national and local strategies. This is important for physical, sensory, learning or mental health needs and whether or not young people have educational statements of special educational needs.

The Education Act (1996) requires all relevant agencies to cooperate in Transition Planning. The Education Act (2010) removes the responsibility to secure impartial careers guidance from the local authorities and places it with the schools. The Chronically Sick and Disabled Persons Act (1970), which applies to both children and adults with disabilities, sets out various duties for Local Authorities. These include the provision of information and welfare services, such as assistance in the home. This aspect of care within the family may also need to be discussed at Transition Planning meetings.

There is more information about Transition in Hampshire at:

[www.hants.gov.uk/transition](http://www.hants.gov.uk/transition)

## **Alternative formats**

We can also produce this handbook in alternative formats, such as Braille, easier to read, large print and audio. Please call Hampshire County Council on 0845 603 5630 or email [adult.services@hants.gov.uk](mailto:adult.services@hants.gov.uk)

## **Call charges and information**

Calls to 0845 numbers are free on some BT call plans but will cost between 4p (local rate) and 6p (national rate) per minute for BT customers not on a call plan. Calls made using other service providers or mobiles may cost more. Alternatively call 01329 225390 - standard and local call rates apply to this number.

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# Chapter 1

## Transition Planning for young people

### What is Transition?

Thinking about the future and making plans about what to do after leaving school is a challenge for any teenager, but for young people with disabilities and their families the transition from school can seem particularly daunting. From the age of 14 (Year 9), all young people are supported by their school to consider their career choices / options in adult life and the post 16/19 education and training opportunities that will help them achieve their goals.

Transition for young people with complex needs or disabilities may need a coordinated response from a range of agencies.

For young people with a Statement of Special Educational Needs the transition process starts at the Annual Review in Year 9. While the young person remains in school, annual reviews will continue until their 19th birthday. For young people who choose post 16 to attend a college of Further or Higher Education or a Training Provision, the arrangements for funding and support will change, supported by a S139A Learning Difficulties Assessment, also known as the 'Moving on Plan'.

The Year 12 review marks another key stage in transition, as this will link to the move in social services, at age 18, from Children's to Adult Services. Transition is a process, and not a single event, which can take place over a period of up to several years.

### Person Centred Planning



'Person Centred' means doing things in a way that the person wants and which helps them to be part of their community. When someone is in the centre of something, s/he is the most important person.

Person centred planning is about:

- Listening to and learning about what people want from their lives
- Helping people think about what they want now and in the future
- Family, friends, professionals and services working together with the person to make this happen

All young people and their parents/carers should ask about person centred planning and should be supported if they choose to develop their own plan. Whether or not a

young person chooses to have a plan s/he should be supported to be at the centre of all transition planning. Key questions to consider are:

- What is important to the young person?
- What are the young person's dreams and aspirations?
- What support do they want and need?

Professionals, family and friends are key in supporting the young person to think about what they want now and in the future and working together with the young person to make it happen. Transition planning should be supportive of this way of working.

## **Why plan?**

It is important to ask yourself why you are planning. Here are some of the reasons why it might help to plan with someone:

- Something in their life is about to change (like transition)
- They are not happy
- They feel stuck
- They have ideas of things that they might want to change
- They have clear dreams that they want to work towards
- They would like to know more about the options available

People are not managing to support them well

- Other people are struggling to understand them
- Things that are not working and need to be sorted out

Information on Person Centred Planning in Hampshire is available on the web site: [www.pcp-in-hampshire.net](http://www.pcp-in-hampshire.net)

## **Mental Capacity Act**

A new law called the Mental Capacity Act 2005 came into force in 2007. The Act supports those who find it difficult to make decisions sometimes or all of the time, or want to plan ahead in case they become incapable of making decisions in the future. More information about the Act can be found on the council's website at:

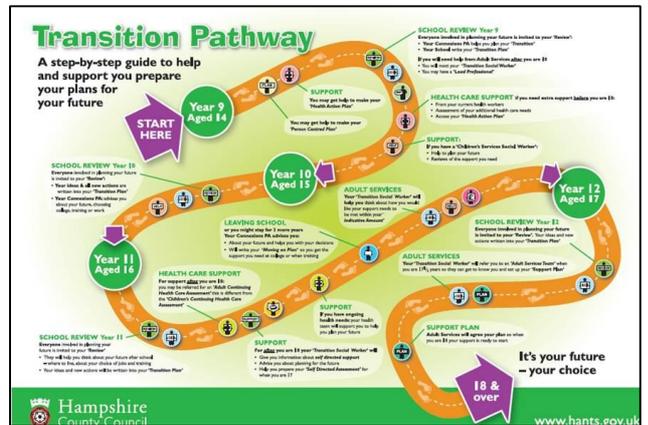
[www.hants.gov.uk/adult-services/mental-capacity-act](http://www.hants.gov.uk/adult-services/mental-capacity-act)

Leaflets providing more information about the Act produced by the Department of Health and Department of Constitutional Affairs can be found at:

[www.hants.gov.uk/adult-services/as-publications/general-publications](http://www.hants.gov.uk/adult-services/as-publications/general-publications)

## Chapter 2 The Transition Process

### The teams involved in the transition process



From the start of the transition process, all agencies have a responsibility to work together but the lead professional/key worker coordinates the transitions process. The school, health professionals, YSS Personal Adviser, Transition Social Worker, and any other agency involved will work in partnership with the young person and family to agree how they prepare for the process of transition planning and how the young person will be supported to have a lead voice in transition plans and reviews.

The specific responsibilities of each agency contribute to the comprehensive support a young person requires.

### Lead Professional / Key Worker



The lead professional or key worker coordinates the transition process. They act as a single point of contact for a child and their family when a range of services are involved and an integrated response is required. The key worker or lead professional can be from any agency, or could be the parent of the young person.

His/her role is to:

- act as a trusted, single point of contact for the child, his/her family and practitioners
- ensure needs are identified, plans are made and reviews take place regularly

The young person, parents, school staff, YSS PA, Social Worker and health professionals need to agree who will implement actions relating to out of school activities and support and who will make referrals for further specialist or other agency support.

Guidance on the role of the lead professional is given on the Department for Children, Schools and Families (DCSF) (formally DfES) site:

[www.everychildmatters.gov.uk/leadprofessional](http://www.everychildmatters.gov.uk/leadprofessional)

## Education

### The Special Educational Needs Team

The Special Educational Needs (SEN) Team, part of Children's Services, holds responsibility on behalf of the Local Authority for ensuring every young person with a Statement of Special Educational Needs, is able, if they wish on completion of their year 11 statutory education, to access an appropriate education or training provision able to meet their needs. Education Officers work in partnership with YSS PAs to support this.

### Youth Support Services (YSS) PA's (including Connexions)



Connexions Personal Advisers (PA's) are part of Youth Support Services (YSS), Children's Services Department and offer a targeted service to vulnerable young people aged between 13 and 19 (and up to 25) for young people with a Statement of SEN or an s139A Learning Difficulties Assessment.

YSS PA's provide information, advice, guidance and support on many issues, including education and training. YSS PA's support young people through transition. Examples where they may be involved in include: -

- supporting young people through transition to their post 16/19 education, training, employment or equivalent opportunities.
- attending and contributing to Annual Review and Transition Plan meetings in year 9
- overseeing the Transition Plan
- supporting young people until they transfer to adult services provision and leave Connexions at an appropriate time between their 19<sup>th</sup> and 25<sup>th</sup> birthday.
- Complete learning difficulty assessment (S139A)

You can locate your closest YSS PA through the following website:

[www.hants.gov.uk/childrens-services/youth](http://www.hants.gov.uk/childrens-services/youth)

### The school Special Educational Needs Coordinator (SENCO)

The Special Educational Needs Coordinator works with the head teacher, to organise statutory annual reviews for all young people with statements of special educational need. Transition planning is incorporated in these reviews. They also make sure that educational support needs are met.

### Educational psychologists

Education psychologists respond to requests for assistance in meeting the needs of young people with learning and emotional needs. They work in partnership with schools, parents/carers, voluntary organisations, health and local authority services.

More information can be found through the following link:

[www.hants.gov.uk/childrens-services/sen-psychologist](http://www.hants.gov.uk/childrens-services/sen-psychologist)

## **Specialist Teacher Advisers**

Specialist Teacher Advisers can advise on the support and equipment that needs to be in place to enable young people with these learning difficulties / disabilities to access and achieve in their post 16 education and training. More information can be found through the following link:

[www.hants.gov.uk/childrens-services/teacher-advisers](http://www.hants.gov.uk/childrens-services/teacher-advisers)

## **The Young Person's Learning Agency (YPLA)**

The Young Person's Learning Agency (YPLA) was established by the Apprenticeships, Skills, Children and Learning Act 2009 and commenced in April 2010.

Their role is to support the delivery of training and education to all 16 – 19 year olds in England, as well as learners 19 - 24 supported by an S139A assessment, with significant 'Additional Learning Support' (ALS) needs. Learners post-19 with a lower level of ALS are supported by the Skills Funding Agency (SFA).

For most young people with a disability, it is likely that a post-16 course of further education or a training opportunity will be available in the local community, either at a further education or sixth-form college, maintained school with a sixth form, a special school with post-16 provision or a Work Based Learning Provider. The LA and YPLA will work with its partner organisations to ensure that, wherever possible upon leaving school, young people have the opportunity to continue their education and training locally.

For those very few young people whose education and/or training needs cannot be met locally there is a network of national independent specialist colleges. These can provide education and/or training courses, with, where required, residential provision.

An independent specialist college is funded because it is a requirement, not a preference. To secure funding for any placement at an independent specialist provider, it will be necessary to demonstrate, through relevant and up-to-date assessments, that independent specialist provision is essential to enable the learner to participate in education and training and that local provision does not offer, nor can it make arrangements to put in place, the level of independent specialist support required as set out in s13 of the Learning and Skills Act 2000.

Further information about funding from the YPLA and the criteria for a placement at an independent college can be found in 'Funding Guidance: Placement for Learners with Learning Difficulties and/or Disabilities at specialist colleges' and is available on the YPLA web site; [www.ypla.gov.uk](http://www.ypla.gov.uk)

N.B. Post-16 funding is currently being reviewed by the Department of Education. By April 2012 the YPLA will be replaced by the Education Funding Agency (EFA). We are also expecting changes in legislation to enable transition processes to be simplified for our learners. Your YSS PA will be able to give you further information as these changes occur.

## **Hampshire's Local First Policy**

We recognise in Hampshire that for some young people with complex and multiple learning difficulties and/or disabilities significant liaison and planning will be required to ensure young people can be appropriately supported by a local FE College or Training Provider. In Hampshire we are committed to enabling young people access to local provision and will work in partnership with you to enable this to happen where at all possible. This is known as our 'Local First Policy'.

## **Post-14 Learning Team**

The Post-14 Learning Team, part of Children's Services, support local FE Colleges and Training Providers in developing their provision to support young people with complex support needs.

Young people with the most complex needs, attending an independent special school or independent specialist college are supported by PAs based within the Post-14 Learning Team.

Post-14 Learning Team PAs work in partnership with young people, their parents/carers, SEN, Social Care, Health and the local post-16 providers to enable a smooth transition to a post-16 local FE or College or Training Provider on completion of year 11.

Where educational needs cannot be met locally, Post-14 Learning Team PAs will support young people through the application process for a post-16 independent specialist provision and work with the local post-16 providers and other professionals to enable a transfer home as soon as is reasonably possible.

## **Transition Social Workers**



Transition Social Workers offer transition support across the whole of Hampshire. The team are all experienced social workers and they have their own team manager. The Transition Social Workers offer support to young disabled people and those with complex needs from the age of 14, helping them think about their hopes for the future and plan how they would like their needs met as they become adults. Young people are usually highlighted to the team by YSS PAs, Education and Children's Services.

The Transition Social worker will also carry out assessments to determine whether the young person will be eligible for help from Adult Social care when they reach 18.

More information about the Adult Services criteria is at: [www.hants.gov.uk/adult-services/general-publications](http://www.hants.gov.uk/adult-services/general-publications)

## **Social Workers from the Disabled Children's Team or Family Support**

They attend the Year 9 review and continue to work with the child and family, attending relevant reviews and meetings and liaising with the Transition Social Worker

and others to ensure a smooth pathway as the young person moves towards adulthood.

Social Workers for a Child in Care (Looked After Child) in partnership with the young person, his/her family and carers ensures that the young person can access Children's Services PAs and other professionals in order to make informed decisions about future education, training and career choices and liaises with the PA to ensure appropriate planning.

The responsibilities of the Disabled Children's Team include:

- Arrangements of respite care or Direct Payments (see page 33 for more details about Direct Payments)
- Referral to appropriate health professionals, to advise parents about behavioural management or physical needs which might include mobility, self-care skills, sleeping or toilet training and continence.

## Health



Responsibility for identifying health needs and arranging transition is coordinated by the most relevant health professional involved with a young person and their family. It is the responsibility of health services to identify whether a young person is likely to continue to have physical or mental health needs when s/he leaves school and to ensure that arrangements are put in place as the young person may need support from the GP, hospital and community services.

Health professionals should ensure young people are supported through the transition process from children's health services to both acute and community adult health services, in liaison with other agencies.

During the transition process an assessment of health needs and a health plan are carried out, where relevant.

**A health plan** is a personal plan about what a young person with disabilities or complex needs can do to be healthy and maintain wellbeing and should list support required.

### Lead Transition Health Professional

Where health needs predominate, in agreement with the young person and family, the most relevant health professional may take on the role of transition key worker.

## Health professionals who might work with young people in transition



### Clinical Psychologist

The Clinical Psychologist provides psychological assessment, including psychometric testing, which may also assist diagnosis

They also help young people through the use of specific techniques, which could include, pain or anxiety management, improving social communication or behavioural strategies.

### General Practitioner (GP)

The GP is the family doctor providing continuing medical care for the young person and family in the community.

They maintain a link with the young person through the transition process into adulthood and refer to other specialist doctors and services as required.

### Nurse

Nurses undertake a range of specialist roles; settings include learning disability teams, child and adolescent mental health services, hospitals, GP surgeries, schools, community and palliative care teams

They provide specialist care for young people with acute and long term illness and support young people through health promotion and education.

### Occupational Therapist (OT)

The OT is based in Health Services (including Child and Adolescent Mental Health Services) and Children's/Adult Services.

They assess the young people's needs to enable them to develop maximum independence and access physical, social and learning environments.

They also maintain and develop coordination and fine motor skills, including hand function, for practical tasks e.g. handwriting.

They provide help to manage perceptual and sensory needs, help improve self-care skills e.g. eating, dressing, develop vocational skills, supporting work experience and employment, and provide special equipment and advice on building adaptations.

### Paediatrician

The paediatrician is a doctor specialising in the medical needs of children and young people, usually based in hospital. They advise young people about the implications of medical conditions and how to promote good health and well-being.

For young people with medical needs, the paediatrician may act as the coordinator of the health plan, making referrals to specialist, adult services.

### **Physiotherapist**

The physiotherapist works with young people and adults in their own homes, in school or in hospital. They assess range of movement, gait, postural control, respiration, mobility and provide exercises and activities for strengthening and maintaining range of movement and special equipment if required. They also prescribe orthotic appliances e.g. to improve walking, and help young people take responsibility for their own fitness.

### **Psychiatrist**

A psychiatrist is a doctor with specific training mental health and/or learning disabilities for children or adults. They diagnose and treat, including acute and long term mental health problems, and usually work as part of a multidisciplinary team.

### **The Child and Adolescent Mental Health Service (CAMHS)**

CAMHS works with children and young people who have behavioural and emotional problems. CAMHS is usually accessed through the GP or other health professionals, and in Hampshire young people can be referred through Education and Social Care services.

### **Speech and Language Therapist (SALT)**

The Speech and Language Therapist assesses children and adults with communication and speech and language needs. They support children, parents and carers, in various settings. They identify the targets, strategies and level of support required to meet individual verbal and non-verbal needs, including alternative communication systems. They recommend positive communication environments needed within future placements, and help people to express their views and understand e.g. change of placement through specific strategies and techniques.

### **Specialist doctors eg Orthopaedic Surgeon, Neurologist, Cardiologist**

They often work in teams which may include therapists, nurses and other health professionals. They are usually based in hospital, sometimes in specialist centres, may work with children or young people but more often specialise in adult care and provide medical management of particular conditions.

### **Non-Statutory Agencies**

Many community organisations are concerned with supporting young people and adults. Some are generic while others specialise in information and support for particular needs or conditions. They may provide additional services and can make a significant contribution to the support a person receives. You can find details of organisations on page 46.

## Chapter 3 - The transition process for each age group



Transition for young people between the ages of 14 - 25, who have complex needs or disabilities, may need a coordinated response from a range of agencies.

Transition is a process, and not a single event, which can take place over several years.

In order to simplify the transition process, this handbook has been arranged in three different age groups:

- **Section 1: 14 – 16 years**
- **Section 2: 17 – 19 years**
- **Section 3: 20 – 25 years**

## Section 1: Transition from school – Ages 14 to 16 years

### Transition Planning Process



Transition planning is organised for a young person with a Statement of Educational Need (SEN). Although there is no formal review process for those without Statements, transition planning may still be essential; the same principles apply and review meetings or other support may be requested as appropriate.

The annual review in year 9 onwards must include a transition plan. The transition plan brings together information from people involved with the young person in order to plan for the young person's transition to adult life. These plans should include all aspects of a young person's life, and should fully involve a young person and their family.

The Headteacher is responsible for arranging the Annual Reviews and oversees support for all children who have additional needs in school but this could be delegated to the Special Educational Needs Coordinator (SENCO) who oversees support for all children who have additional needs in school. There is a requirement to work in partnership. YSS PAs, SEN, the Post-14 Learning Team, Health and Social Care should be involved if required.

### Healthcare during the Transition Planning Process



While at school many health services are provided within the school setting, particularly if a child attends a special school or a unit attached to a mainstream school. This may, for example, include a visiting school doctor, dentist, nurse, audiologist. Special schools may also have allocated sessions for Speech and Language Therapy, Physiotherapy and Occupational Therapy.

In mainstream schools, health professionals often arrange visits to see a particular child. Schools may also request specialist support or advice for individual children from the Child and Adolescent Mental Health Service (CAMHS), or choose to 'buy in' therapies such as art or music therapy.

Transition from Children's to Adult Health services should be a gradual process. Some medical, speech and language therapy, occupational and physiotherapy services cease when a child is 16. If there is a continuing need for the service, for some young people, services may continue until age 18/19. It is important to ask about the age of transition to adult services for each service that your child may need.

Healthcare for adults is organised through specialist teams for different medical conditions, learning disabilities or mental health needs. Your family doctor or GP can also advise you and make referrals.

Discussion about health needs, including post-16 healthcare, forms an important part of transition planning meetings. With your agreement, a health professional who understands the young person's needs should work with you to coordinate the Health Plan and ensure it is incorporated in the overall transition planning.

Liaising with other agencies, this person may take on the role of overall transition key worker or 'lead professional'.

### **Year 10 (14/15 years)**



Notice of the Annual Review and the review of the Transition Plan will be as in Year 9, and relevant people will be invited. The review involves looking at how many of the Transition Plan targets have been met.

### **Before the Meeting**

- You and your young person will be asked if you want to make any changes to the plan.
- The YSS PA, working in partnership with the school guidance adviser, may interview the young person if they are leaving school in Year 11, at 16 years.
- You and your young person need to arrange to visit local colleges and ask about suitable courses. It is often helpful if this is done in partnership with school staff or therapists who may know of other students with similar needs who have attended the college, or accessed particular courses.
- Discuss the possibility of Link Placements for Year 11 with the school and local colleges.

### **At the Meeting**

The Transition Plan may need to be revised at the meeting. More detailed plans will need to be drawn up to manage transition to college if the young person is leaving school at 16. Funding issues may need to be discussed by the PA with the local FE college and Post-14 Learning Team.

It is important to identify who is responsible for carrying forward the targets set out in the plan. It is the role of the YSS PA to check that what is included in the plan is being carried out.

### **After the Meeting**

The Head Teacher will draw up a revised Transition Plan, and will update the plan regarding the progress which has been made towards the transition targets. A copy will be sent to all involved as in Year 9.

## Year 11 (15/16 years)

By the time of the Annual Review during the last year of compulsory schooling, the Transition Plan targets should be well advanced. For young people leaving school, this may be the last Annual Review, because the Statement of Special Educational Needs will lapse when a young person leaves school.

For young people considering further education and training, the Education and Skills Act 2008 places a statutory responsibility on LA's to make arrangements for an assessment relating to learning difficulties to be conducted (formerly known as S140 assessments but now covered by S139 of the Learning and Skills Act 2000. In Hampshire these are also referred to as 'Moving on Plans'.

### Good Practice for Change

Research has shown that the move from school to college at 16 or 19 can be made easier for the young person if:

- Link placements are set up so that the young person can sample options and get used to the new college campus and routines.
- Link visits are supported in school so that the young person can talk about the experience in groups or one-to-one meetings.
- Links are built up gradually during Year 11 so that the young person gets used to change gradually and builds up a relationship with key staff at the college.
- Good information exchange takes place between the school and college about the young person's needs – including equipment and accessible environments for learning and independent living
- The young person shares a book of achievements, photographs, records of trips etc. with college staff.

## S139A Assessments or Moving on Plans



The purpose of the S139A assessment or "Moving on Plan" is to enable well informed decisions to be made. These will be about the kind of post-16 education and training or higher education that young people with learning difficulties and or disabilities need to

succeed, to build on their aspirations and follow their chosen career path. It supports the LA in partnership with post-16 education and training providers to plan for and make provision to meet young people's needs.

The guidance issued to LA's states that all young people holding a Statement of Special Educational Needs progressing to further education, higher education or training, must have a S139A assessment completed in their last year of school. The assessment identifies a young person's post-16 education and training needs; the provision required to meet those needs and an education or training provider able to offer the provision required.

The assessment should include a young person's wider needs e.g. health and social care, if required to enable the young person to access, participate and achieve in their post-16 education or training. It should build upon, not duplicate other assessments and consider the views and expertise of those who have been involved or supported the young person to date.

### **College or work based training**



If a young person is considering College or Work Based Training the PA will offer to complete a "Moving On" Plan (S139 Assessment). Colleges will interview and undertake assessments of potential students and respond to the S139A assessment, stating how they will meet the young person's identified needs. The Moving On Plan and the College assessment will both take account of the learning, social and physical support the student needs to participate successfully in their chosen course.

In some cases a potential student will already have spent some time at the College on link courses. This means that an ongoing College assessment will have taken place and the young person will already be familiar with the college environment and know some of the key staff.

Further details about the process and the college options which are available can be found in this guide on page 40.

### **Apprenticeships**

Apprentices learn on the job, building up knowledge and skills, gaining qualifications and earning money all at the same time. It is an alternative route to further education for young people to gain skills and qualifications, but places are very competitive. Apprentices earn a wage and work alongside experienced staff to gain job-specific skills. Off the job, usually on a day-release basis, apprentices receive training to work towards nationally recognised qualifications.

### **Foundation Learning**

Foundation Learning may be an appropriate option, as a stepping stone towards an apprenticeship, further learning or a job. As part of their programme young people

undertake learning in three interdependent core areas: basic and key skills, vocational development, and personal and social development.

### **What to consider**

When considering college or work based training it is helpful to think carefully about what they are able to offer:

- Does the provider have a clear policy for Inclusion? (Ref: Disability Discrimination Act and the SEN Code of Practice)
- What are the links between the provider and school e.g. for visits and information exchange, before the young person starts?
- What options are available and what recognised qualifications are awarded?
- What experience does the staff have and what relevant training have they covered?
- Is support from external agencies available to advise staff about specific needs and ensure the young person's on-going needs are identified?
- Can any specialist equipment that the young person needs be provided?
- If the young person has mobility problems, how will they get around the site?
- Where will the young person spend break times and how are these times supervised?
- What opportunities have other young people gone on to?
- What are the pastoral support arrangements?

## **A Quick Guide to Support for Young People 14 – 16**

### **Children’s Services Department Education and Inclusion Branch**

- Transition Plan initiated at Annual Review in Year 9 (14 yrs).
- Statement of Special Educational Needs (SEN) maintained and Annual Reviews continue.
- County Council funds education and transport
- Completion with young person’s agreement of “Moving On” Plan (S139A Learning Difficulties Assessment) by the YSS PA

### **Children’s Services Department and Adult Services Department**

- Introduction to what to expect through Transition.
- Consider whether there may be any eligibility for funding for continuing healthcare needs
- Introduction to the services available from Adult Services Department if required. Information about Self-directed support.
- Explanation of Eligibility Criteria for Adult Services Department: *Who can get help from Adult Services*
- Attendance at Year 9 Transition Planning Review is prioritised by Adult Services Transition Social Worker.
- Where Children’s Services are involved, the allocated social worker should aim to attend the transition review.
- Identify Lead Agency/Lead Professional.

### **Monitoring Progress in Further Education and Training**

It is good practice for periodic reviews to take place. The frequency should be according to need but at least bi-annually and involve relevant agencies as required, whilst the person remains in further education, training or higher education, up to their 25<sup>th</sup> birthday). This will enable the assessment process to be built upon and remain current.

## Financial support from age 16

### Travel Costs



Travel costs may be funded or part funded from various services:

- The Local Authority – Passenger Transport
- The Community Team for People with Learning Disabilities (CTPLD)
- The Hampshire Transport Forum
- The local Hampshire Transport Partnership which negotiates with providers about fares and bus passes

### Learner Support Fund

Students may be eligible for a range of allowances and benefits in their own right from 16 years, whether they are in further education or not. Discretionary Learner Support Funds are available in colleges and school sixth forms to help with learning costs.

For more information on Learner Support Funds please contact Direct Gov via their website: [www.direct.gov.uk](http://www.direct.gov.uk) or call the learndirect advice line on 0800 100 900.

### Disabled Students Allowance

Disabled Students' Allowances are grants to help meet the extra costs of studying that students face as a direct result of a disability or specific learning difficulty. To find out if you are eligible, and for more information contact:

- Wessex Needs Assessment Team at Southampton University completes assessments for the Disabled Students Allowance, for young people seeking University, regardless of where in the country a young person wishes to study.
- SKILL – the National Bureau for Disabilities at [www.skill.org.uk](http://www.skill.org.uk) or 0800 328 5050
- Direct Gov at [www.direct.gov.uk](http://www.direct.gov.uk) or 08456 077 577

### Summary and Main Contacts for Young Person 14 - 16

Name of young person
Name of School/college
Name of Head Teacher/Principal
School/college contact details
Name of SENCO or Course Coordinator
Date of Annual Review
SEN Case Worker Name and contact details:
YSS Personal Adviser Name and contact details:
Social Worker from the Disabled Children’s Team contact details:
Social Worker/Care Manager from the Adult (Social) Services Department contact details:
GP Name and contact details:
Community Paediatrician Name and contact details:
Occupational Therapist Name and contact details:
Transition Social Worker Name and contact details:
Community Nurse Name and contact details:
List details of any other people involved with your child’s care:

## Section 2: Transition from school – Ages 17 to 19 years

### Adult Services

The Disabled Persons Act (1986) requires Children's and Adult Services to cooperate, carry out assessments and exchange information about children with a Statement of Special Educational Needs, as they approach school leaving age. You and your child may refuse an assessment under this Act if you decide that you do not need any social care services.

The Disabled Children's Team/Transition Social Workers in Hampshire prioritise attendance at Year 9 Transition Reviews, in order to link closely with other partners in the assessment and the co-ordination of planning for the future.

### Assessment under the NHS and Community Care Act (1990)



Under the NHS and Community Care Act, there is a duty on the Local Authority to carry out an assessment, if requested, in order to decide if community services shall be provided, at 18 years. This assessment is called a Self-directed assessment.

The Local Authority also has a duty to offer a Carer's Assessment, under the Carer's and Disabled Children Act 2000, and must carry out this assessment if requested.

In Hampshire, referral may be made on behalf of a young person by;

- Their family/carer
- Neighbour or friends
- Other third parties
- Children's Services
- Health Service staff
- Any other statutory or independent agency

In Hampshire, the Self-directed support assessment is usually carried out by an Adult Services Transition Social Worker. The young person is central to the assessment process. The aim of the assessment is to share information and negotiate with individuals about their needs, in order to help them think about how they would like their support provided to meet their personal goals and future aspirations.

The assessment will also determine which of the needs of the young person are eligible for support from Adult Services. Adult Services aim to provide help that will support people to live independently.

Find out more about Self-directed Support at: [www.hants.gov.uk/adult-services/sds](http://www.hants.gov.uk/adult-services/sds)

To make sure that money is spent fairly, people's needs are assessed against Adult Services' Eligibility Criteria, which are based on the Department of Health's guidance "Fair Access to Care Services". Hampshire's eligibility criteria are set out in the leaflet *Who can get help from Adult Services*.

Please contact 0845 603 5630 for a copy. Alternatively, the leaflet can be downloaded at [www.hants.gov.uk/adult-services/general-publications](http://www.hants.gov.uk/adult-services/general-publications)

More information about the Adult Services Eligibility Criteria can be found at [www.hants.gov.uk/adult-services/ccqualify](http://www.hants.gov.uk/adult-services/ccqualify)

### **Who will be involved?**

Several people may be involved with the assessment, but the Transition Social Worker/Children's Social Worker, the young person and their main carer are central to the process.

There will be one or more face-to-face meetings between the young person and the Social Worker and other specialist professionals may also be asked to make a contribution. There are often confidential discussions between the Social Worker and the other professionals who can inform the assessment. It is essential that before this assessment is started an Adult Services "Consent to Share" form is agreed and signed by the young person if the young person is not able to make the decisions about what information can be shared, then they will have a Mental Capacity Act Assessment (see page 4) and people who are involved in their life and those that know them best will make a 'Best Interests Decision'.

## **Assessment Process**

### **Preparation for the assessment meeting**

Before the meeting, it is a good idea to think about the main issues to be discussed. If a young person is helped at school or college by the YSS PA or a Person Centred Planning Facilitator to express their views, then notes should be kept, so that nothing important is forgotten when it comes to the meeting. How best to include the views of the young person will depend on their communication skills and it is important that someone who knows the young person well and is able to use their communication system is involved in the process.

Young people, parents and carers might wish to think about;

- What the person is good at and what they enjoy doing, including leisure activities
- What the young person finds difficult and does not enjoy
- What special interests the young person has

- Where the young person would like to live in the next few years and who with
- Transport needs
- Independent living skills that the young person would like to develop
- Further education and employment options
- Housing needs, including any equipment and adaptations
- Respite care and support for daily living
- Finance and funding issues
- Voluntary agencies that might offer support
- Managing health needs

### Support plan and risk assessment



A support plan and risk assessment helps people tell Adult Services what they need to make their life better, and what support they need to make this happen. It also helps the people who provide support so they can make sure they're giving the right support. The support plan helps Adult Services make sure the money for a person's support is spent responsibly. People can create their Support Plans themselves, or get a trusted relative, friend or their

Transition Social worker or Care Manager to help them.

Self-directed assessments and support plans are free but all services provided are potentially chargeable for adults over the age of 18. The Care Manager/Social Worker would refer for a financial assessment to the Financial Assessment and Benefits (FAB) team who will also assist with the claiming of welfare benefits which there may be an entitlement to.

There is a charging policy for non-residential services. Residential services are chargeable under Charging for Residential Accommodation Guidance (CRAG) regulations. Charges are according to ability to pay.

### Healthcare Ages 17 – 19 years



There are some variations in the way young people transfer from children's health services to adult health services. Legally a young person becomes an adult in terms of health provision at 16, and is responsible for their own prescription charges and can make decisions about their own healthcare if they have the capacity to do so. See page 4 for more information about Mental Capacity.

However, for a young person with special educational or complex needs, access to children's health services may need to continue beyond the age of 16. Young people with a primary need for health care will be referred for a Continuing Health Care Assessment.

The health professional who coordinates the transition process, records the Health Plan and is responsible for the continuity of care, reviewing progress in achieving the plan and any changes/action required. If a young person is in school, the Health Plan should contribute to the Action Plans decided at the Annual Review.

If a young person is at college, the YSS PA should help with planning the co-ordination and continuity of care. Practical Health inputs may include setting up links between home and college/university medical and therapy services and ensuring that needs for practical support are identified.

## **Higher Education**

Higher education is offered in university, and at some Further Education Colleges. It may include work placements or training. The university may be able to arrange the support you need, but will not necessarily pay for it or for equipment. Disabled Students' Allowances are grants to help meet the extra costs of studying that students face as a direct result of a disability or specific learning difficulty. To find out if a student is eligible, and for more information contact:

- SKILL – the National Bureau for Students with Disabilities at [www.skill.org.uk](http://www.skill.org.uk) or tel 0800 328 5050
- Direct Gov at [www.direct.gov.uk](http://www.direct.gov.uk) or tel 08456 077 577

## **A Quick Guide to Key Support for Young People 17 – 19**

### **Children's Services Department, Children and Families Branch**

- Transition Plan initiated at Annual Review in Year 9 (14 yrs).
- Statement of Special Educational Needs (SEN) maintained and Annual Reviews continue if the young person stays at school.
- County Council funds education and transport.
- Completion of "Moving On" Plan (S139A Assessment) in their final year of school, if young people is progressing to further or higher education or training.

### **Further Education and Training**

- Statement of SEN lapses.
- Provision required identified in S139A assessment
- S139A reviewed at intervals dependent on student need, at least bi-annually.
- County Council may provide transport (discretionary power).
- Discretionary Allowances:, Learning Support Fund.

### **Children's/Adult Services Department**

- Use Eligibility Criteria to determine whether the person has eligible needs under the criteria for Adult Services.
- Self-directed Assessment completed
- Support Plan and risk assessment person centred planning support and advice developed.
- Signposting to Benefits Advice.
- Health needs: refer to appropriate professionals and support such as GP.
- Consider whether there are any continuing healthcare needs
- Consider placing on housing register and housing options advice.
- FAB Assessment (Finance and Benefits Team) where a chargeable service is being provided by Adult Services Department.

## Health



Health Plans should be completed by the appropriate health professional with the young person and their family and be available before leaving school.

Where continuing healthcare needs have been identified, assessment should be completed by the appropriate health professional linking closely with adult health services and the primary care trust agencies.

Timing of transfer to adult health services should depend on the young person's needs.

Various health professionals may coordinate care. Medical support until the young person leaves school is provided by the child health services. The GP then plays a greater role in organising referral to adult health services, such as specialist medical support or therapies; most relevant health professional may continue the role of transition key worker.

### Summary and Main Contacts for Young Person 17 – 19

Name of young person
Name of School/college
Name of Head Teacher/Principal
School/college contact details
Name of SENCO or Course Coordinator
Date of Annual Review
SEN Case Worker Name and contact details:
YSS Personal Adviser Name and contact details:
Social Worker from the Disabled Children’s Team contact details:
Social Worker/Care Manager from the Adult (Social) Services Department contact details:
GP Name and contact details:
Community Paediatrician Name and contact details:
Occupational Therapist Name and contact details:
Transition Social Worker Name and contact details:
Community Nurse Name and contact details:
List details of any other people involved with your child’s care:



## Section 3: Ages 20 to 25

Some young people leave their school or FE college at 18 years and progress into higher education, training or employment. Some young people may be returning to Hampshire from out of county residential schools, and need help to think about where they will live, work and their leisure activities, whilst others may be thinking about moving away and need help to contact the relevant local authority or department to help them with their plans.

### Higher Education

Higher education is offered in university, and at some Further Education colleges. It may include work placements or training. The university may be able to arrange the support you need, but will not necessarily pay for it or for equipment. Disabled Students' Allowances are grants to help meet the extra costs of studying that students face as a direct result of a disability or specific learning difficulty. To find out if a student is eligible, and for more information contact:

- SKILL – the National Bureau for Students with Disabilities at [www.skill.org.uk](http://www.skill.org.uk) or tel 0800 328 5050
- Direct Gov at [www.direct.gov.uk](http://www.direct.gov.uk) or tel 08456 077 577

### Adult Services



The transition social worker will have made sure that Adult Services teams are aware of young people who may need transition support when they leave their residential school or college. Adult Services can support people to think about the services they need and their plans for their future.

## Summary and Main Contacts for Young Person 20 – 25

Name of young person
Name of School/college
Name of Head Teacher/Principal
School/college contact details
Name of SENCO or Course Coordinator
Date of Annual Review
SEN Case Worker Name and contact details:
YSS Personal Adviser Name and contact details:
Social Worker from the Disabled Children’s Team contact details:
Social Worker/Care Manager from the Adult (Social) Services Department contact details:
GP Name and contact details:
Community Paediatrician Name and contact details:
Occupational Therapist Name and contact details:
Transition Social Worker Name and contact details:
Community Nurse Name and contact details:
List details of any other people involved with your child’s care:

## Chapter 4 - Useful Information

### Registering as disabled

If a person is disabled they can ask for an assessment to decide whether they can be registered as disabled with Adult Services. To be registered as disabled a person needs to have a permanent and substantial disability. There are various categories of registration:

- physically impaired
- blind/severely sight impaired
- partially sighted
- deaf
- hard of hearing
- learning disabilities
- mental health problems

Registration is voluntary and gives entitlement to some concessions from other organisations, particularly for leisure activities and travel.

A person does not have to be registered as disabled to be eligible for services from Adult Services. However registration does not automatically mean that a person will qualify for services from Adult Services.

To request an assessment for registration as disabled contact the Adult Services Department on 0845 603 5630. More information is at:  
[www.hants.gov.uk/adult-services/disability/register](http://www.hants.gov.uk/adult-services/disability/register)

### Grants and benefits

A range of grants and benefits are available:



- Disability Living Allowance
- Carers Allowance
- Income Support
- Disabled Child Premium
- Incapacity Benefit
- Tax Credit
- Housing Benefit

Please contact the Department of Work and Pensions for more information about grants and benefits, see page 46 for contact details.

## Financial Arrangements



Helping a disabled person with their finances may be an area of anxiety for some families. Issues may include;

- Collecting benefit for a disabled person – this is done by becoming their “agent” so that you can cash the giro etc on their behalf.
- Claiming Benefit on behalf of a disabled person – this is done by becoming their appointee. The Benefits Agency will then deal with you as if you were the person claiming the benefit.
- Dealing with Banks, Building Societies – in order to do this you would need to take out a third party mandate by writing to the Bank or Building Society. Alternatively it may be easier to consider having a joint account with the disabled person. The British Banking Association publish a leaflet *‘Banking for people who lack capacity to make decisions’* which contains more information—contact details are available on page 46.

A Lasting Power of Attorney may be advisable if a person with a disability has complex financial affairs or a large amount of money is involved. The person would have to be judged to be unable or unfit to manage their own affairs for this to be used - see page 4 for more details on the Mental Capacity Act 2005. The Lasting Power of Attorney is a legal document that enables someone to manage the financial affairs of another person. The Power of Attorney has to be donated to someone while the person has the capacity to do so.

If the person then becomes unable to manage their finances due to lack of mental capacity, the Lasting Power of Attorney (LPA) must be registered with the Court of Protection. If there is no LPA, and the person lacks capacity regarding particular areas of decision making, then the Court of Protection would have to appoint a Deputy, particularly regarding management of finances. Finances must be managed in the best interest of the person. The LPA or Deputy can also have the authority, if given, to make decisions about welfare. A Solicitor or the local Citizens’ Advice Bureau would be able to provide more information about this.

### Providing for a Disabled Person

If a person with a disability may not be able to manage money or property left to them in a will, it may be worth considering setting up a Trust. The Trust will give the management of the funds to Trustees who you have nominated and who will manage the funds according to your wishes as set out in the will.

One complication is that a Trust may affect the Benefits available to the person with a disability and their entitlement to social care services. If a disabled person is left money, but does not have the capacity to manage it and no Trust has been set up,

The Court of Protection will appoint a receiver who will act in the same way as a Trustee. It is important to seek legal advice to ensure that the person with a disability gets the best possible outcome when there are complicated financial arrangements to be made.

## **Direct Payments**

Families of a disabled child who meet the criteria for social care services from Children's Services should be offered the opportunity to receive these services via direct payments. If they are not, then the parent should ask their social worker about direct payments.

A direct payment offers flexibility and choice. It must be spent on the services agreed in the child's care plan, but this could include, for example the parent employing someone to support their child in the home, take the child out, or they can use the direct payment to purchase child minding, nursery, or play scheme activities.

There is a Direct Payment Support Worker service and if a parent agrees to receive their services via direct payments they will be offered the opportunity to receive advice and support in the setting up and management of their direct payment.

When a young person reaches 16 years they can receive a direct payment in their own right. Taking on the responsibility for a direct payment may help a young person on their path to adulthood.

However, if a direct payment is made to the parents during childhood, on reaching adulthood the young person must meet the criteria themselves under the regulations.

Direct payments should be spent to provide services agreed in the Self-directed support plan. More information about direct payments can be found at [www.hants.gov.uk/direct-payments](http://www.hants.gov.uk/direct-payments)

## **Housing and Independent Living**

Young people with disabilities may wish to consider a range of housing options and their ideas about where and how they wish to live may change over time. The initial discussions about future living aspirations will take place as part of the Transition Review in Year 9, at school, when the young person may only be 14 years old.

The Transition Social Worker would advise putting name on housing register at 16 years old. By the age of 19 onwards, after leaving college or school, the young person may have very different ideas, which can be incorporated into their support Plan following the Self-directed assessment at 18, under the NHS and Community Care Act (1990).

## **Purchase of a Property**

A few young people may be able to purchase a house or flat. However, the young person either must have the capacity to enter into a legal contract on their own behalf, or have a Trustee who is empowered to act on their behalf. The assessment at 18 under the NHS and Community Care Act (1990) and subsequent reviews, will take into account any adaptations to a house, which are necessary to support independent living. A home visit and assessment by an Occupational Therapist may be arranged.

## **Renting from a Private Landlord**

Some young people may be able to join the private rental sector and buy-in any support that is needed from care services. The young person will need to have the capacity to enter into a tenancy agreement. To have the “capacity” requires them to be able to understand the consequences of entering into such an agreement and understanding their rights and obligations under the contract. If support is needed, a Social Worker will carry out an assessment to ensure that a young person is eligible for support and assess individual care needs. Making any adaptations to the property itself may be more difficult in this sector.

## **Social Housing and Supported Living**

If a disabled person wishes to apply for social housing, the first step is to fill in an application form and attach a copy of a current assessment of their needs. In Hampshire, a young person with disabilities could be included on the Special Needs Register of the Housing Department. This arrangement helps to ensure that clients are offered properties which are suitable for their needs. It is possible for a young person to register for housing from the age of 16 if they have a guarantor or support from Social Care Services, but most people register from the age of 18, when they may be granted a tenancy in their own right. The tenants are able to live in friendship groups and have the support they need arranged through Social Care Services. The level of support may vary from low level, such as help in budgeting or cooking, to a higher level, such as help with personal needs.

All district council housing departments have Locality Housing Officers who are funded by the Adult Services Department. They support people with care needs to access general needs accommodation.

## **Housing Associations**

Housing Associations, now known as registered social landlords, are able to build homes specially designed to meet the needs of disabled people. Housing Associations can apply to the Housing Department for social housing grants and grants to adapt properties to meet the needs of disabled tenants.

## **24 hour Registered Residential Care Homes**

More people with disabilities are now being supported to live in the community, but there are some people who will only be able to have their needs met with 24 hour

registered residential care. The need for a residential placement would be discussed as part of the assessment under the NHS and Community Care Act, 1990. As needs change over time, Adult Services may carry out an assessment at any stage in the life of a person who is disabled. The Adult Services Department will discuss the residential options which are available, and will review the options for accommodation and whether registered residential care is required.

### **Shared Lives Scheme**

This scheme offers people who are over 18, with a disability, the opportunity to live with a family in the community. The Shared Lives Carer is the key worker for the scheme and the young person will share the daily routines and activities of the carer's household. Like a foster carer, the Shared Lives carer is paid to provide the service. Rent would be paid using Housing Benefit, food and utilities at a standard rate from the young person's benefits, with care and support needs being assessed and funded by Adult Services. More information about the Shared Lives scheme is at: [www.hants.gov.uk/adult-services/adult-placement.htm](http://www.hants.gov.uk/adult-services/adult-placement.htm)

Please note that a person is financially assessed for a possible financial contribution towards the cost of the scheme. Some people are exempt from making client contributions. Please contact Hampshire County Council on 0845 603 5630 for details of how to have an assessment, or visit the web pages at [www.hants.gov.uk/adult-services/paying-for-care](http://www.hants.gov.uk/adult-services/paying-for-care)

Adult Services provide publications that contain more information on Non Residential and Residential Financial Assessments. Details are available on the website at [www.hants.gov.uk/adult-services/as-publications](http://www.hants.gov.uk/adult-services/as-publications) or by contacting 0845 603 5630.

### **Living at Home**

Some young people choose to continue to live at home with their family rather than exploring independent living options. These arrangements may work well while parents are fit and in robust health, but may need to change over time. The Carers and Disabled Children Act 2000 states that a Local Authority must carry out an assessment of a carer's ability to provide, and continue to provide, care. The role of the carer is discussed in more detail later in this section.

While a young person is living at home they do not receive Housing Benefit in their own right even if they are paying rent to their parents. The householder may get a reduction in their Council Tax if the home is adapted because of a person's disability and may be eligible for other benefits such as Income Support or Disability Living Allowance. Contact the Department of Work and Pensions for more information, see page 46 for contact details.

### **Short breaks and respite care**

Short-term care may take several forms in Hampshire. Families are allocated a level of support according to their needs and this entitlement may be used to access regular support e.g. overnight stays or weekends, or to take a longer break.

## **Equipment and Adaptations**

For many young people, equipment needs at home and in school will have been coordinated by therapists until the age of 16. Where the young person stays on at school post-16, the responsibility for arranging home equipment and adaptations will pass to Adult Services.

Some services will be accessed through Health, e.g. Wheelchairs and children's equipment. The Disabled Living Foundation provides up to date advice about aids and equipment for disabled people. Contact details for these organisations can be found under the useful contacts section on page 46.

Self-directed assessments for Adult Services take into account equipment needs and any adaptations that may be required within the home. Occupational Therapists in the can make home visits to assess daily living needs and recommend adaptations. To assist with housing, some young people and their families may be entitled to a Disabled Facilities Grant (DFG). The aim of the grant is to ensure that a young person has access to various parts of the home and an occupational therapy assessment is required.

The Housing Authority consults with Adult Services to determine whether the work is necessary and appropriate for adults. If this is agreed, the Housing Authority carries out a means test to see whether the young person or family should meet some of the costs for that work.

See useful contacts for more information, page 46.

## **Leisure and Holidays**

As young people with disabilities move into adult life it is important for them to be able to pursue leisure activities independently from their parents or other family members. All young people need to be encouraged to develop their own interests and try out new activities and experiences.

When joining local clubs or activities without additional support, it may be helpful to explain any special needs to the organisers. In addition to the usual range of leisure facilities that are available locally, there are activities and events organised specifically for people who are disabled. Your local area office can provide details of local groups. Evolve is a website which lists local clubs and groups, contact details for both are on pages 42 and 46.

The Family Fund may be able to help towards the cost of a holiday while a young person is under 16, and post 16 there are a number of other organisations that may be able to help with costs.

Tourism for All, a National Registered Charity, is a good source of information about accessible holidays and information. They can be contacted via their website: [www.tourismforall.org.uk](http://www.tourismforall.org.uk) or telephone 0845 124 9971.

Adult Services may be able to help with holiday funding under the Chronically Sick and Disabled Persons Act, 1970. An assessment is required and choices available may be limited by cost considerations. Please contact Hampshire County Council on 0845 603 5630 for more details.

## **Using Public Transport**

There are a range of schemes available to help with travel:

- Dial-a-Ride Service – Hampshire County Council provides a service for people who are unable to access regular public transport.
- The Disabled Persons Railcard allows the purchase of discounted tickets for the disabled person and another adult travelling with the person. The cards are valid for 12 months, but people need to meet certain criteria in order to qualify for a railcard under the scheme.
- Accessible taxis – a number of local taxi firms have wheelchair accessible vehicles.
- District councils also offer a range of concessionary schemes – contact your local district council for information see page 44.

## **Travel by Car**

Many people with disabilities wish to learn to drive and young people who are receiving the higher rate of Disability Living Allowance may start learning to drive when they are 16. The DVLA will need to know about a disability in order to assess a person's ability to drive and supporting evidence will be required from the person's GP. When a young person receives their provisional licence there will be an assessment to identify the modifications to be made to the vehicle and what concessions might be necessary when taking their test.

Motability is a UK charity which allows people to use the higher rate mobility element of the Disability Living Allowance for the hire or purchase of a car. If the disabled person does not drive they may still be able to help with the purchase of a car and the person with the disability is able to nominate up to two named people as drivers.

It is possible to apply for the European Blue Badge Scheme, which enables disabled people to park close to shops and services that they need to access. The Blue Badge is valid whether the disabled person is the driver or a passenger in the car. Contact 0845 603 5633 or more information is at:

[www.hants.gov.uk/informationcentres/treasurers-bluebadgecontactus.htm](http://www.hants.gov.uk/informationcentres/treasurers-bluebadgecontactus.htm)

## **Relationships and Sexuality**

All young people are entitled to information, help and support with regards to personal relationships and sexuality. Young people with disabilities have the same needs, behaviours and rights as all young people.

Young people still have the right to confidential advice on contraception, condoms, pregnancy and abortion, even if they are under 16.

For more information about sex and relationships and advice on services in your area, visit <http://www.nhs.uk/Livewell/Sexandyoungpeople/Pages/Sex-and-young-people-hub.aspx>

## **Carers**

### **Care for Parents and Carers**

The National Carers Strategy (1999) represents a commitment to carers and recognition of the role that they play within society. The vital but informal care that is offered to sick or disabled people by parents, children, friends, relatives and neighbours is specifically addressed in three Acts;

- Disabled Persons (Services, Consultation and Representation) Act, 1986
- Carers (Recognition and Services) Act, 1995
- Carers and Disabled Children Act 2000 and Carers (Equal Opportunities) Act 2004

### **Disabled Persons (Services, Consultation and Representation) Act 1986**

This Act states that the Local Authority must have regard to the ability of a carer to continue to provide care on a regular basis.

### **Carer's (Recognition and Services) Act (1995)**

The Carer's (Recognition and Services) Act (1995) entitles carers to have their own needs assessed when the young person's needs are being assessed or re-assessed. The assessment should be initiated by the Local Authority, but carers can also ask for this. If they are caring for a person who has already had an assessment under the NHS and Community Care Act, 1990. The Local Authority has a responsibility to ensure that the carers are aware of their assessment rights and provide information about the assessment. If a carer requests an assessment the Local Authority has a duty to carry this out. The results of the assessment will not give carers direct access to services but their needs will be taken into account when the Care Plan is being agreed. Carers may be eligible if they fall into certain groups;

- Adults (18 or over) who provide, or intend to provide care on a regular basis
- Children (under 18) who provide, or intend to provide care on a regular basis
- Parents who provide, or intend to provide a substantial amount of care on a regular basis for disabled children.

The Act does not give a specific entitlement to services but the assessment will inform the care plans of the disabled person and may, therefore, benefit the carer.

### **Carers and Disabled Children Act 2000 and Carers (Equal Opportunities) Act 2004**

This Act gives the Local Authority a duty to carry out an assessment of a carer's ability to provide care for a disabled person who is over 18. The carer must be over 16 and will have to ask the Local Authority to carry out the assessment. This assessment will be coordinated with the findings of the assessment under the Carers (Recognition and Services) Act, 1995, and the Local Authority will decide whether the carer has needs in relation to the care that they provide. If the assessment demonstrates that the carer does have needs, the Local Authority has the power, but not a duty, to provide services to the carer rather than to the person who is in receipt of care.

#### **The assessment framework will include;**

- the carer's view of the arrangement and their willingness to provide care
- the relationship of the carer to the disabled person
- the network of support that the carer might have from friends and family
- the other responsibilities that the carer has e.g. work, childcare and family commitments
- the health of the carer; physical and emotional, whether there are mental health issues
- the understanding that the carer has of the needs of the person with a disability in the short-term and over time
- the strengths and abilities of the carer
- the caring tasks which are performed and their impact on the carer e.g. caring for a disabled person who needs supervision at night.

Before the assessment takes place, it may be useful to consider the type of services that might be available in your particular circumstances. These might include;

- Information about what relevant services are available in Hampshire and their likely costs
- Adaptations to the house or additional equipment
- Respite over night or longer breaks from the caring role
- Additional support for personal care such as hairdressing, bathing

- The opportunity to contact other carers (support groups) or receive counselling
- A realistic evaluation of how long it may be possible to support a disabled person at home and whether the possibility of residential care will need to be discussed.

## Benefits

The main Benefit available to carers is the Carer's Allowance. It is available to carers who are under 65 and care for someone for more than 35 hours per week, who is in receipt of the middle or higher band of the Disability Living Allowance. The Carer's Allowance is means tested.

Contact the Department of Work and Pensions for more information, contact details are on page 46.

More information for carers can also be found at [www.hants.gov.uk/carers](http://www.hants.gov.uk/carers)

## Employment

Adult Services supports people who have mental health, physical or learning disabilities to find employment. For more information about what is available in your area and how to access support, contact Hampshire County Council, see page 42 or your Care Manager. There is also information on our website at [www.hants.gov.uk/employment-training](http://www.hants.gov.uk/employment-training)

Many young people will have had the opportunity of work experience while at school or college and this will help them to make a more informed choice about what they would like to do. Transition planning should include ideas about employment options identifying the support required.

Some college courses will lead to vocational training and qualifications. Young people with complex needs or disability entering employment may require additional support.

If someone needs employment support because of a disability your local Jobcentre can put you in touch with one of their Disability employment Advisers. Disability employment Advisers (DEAs) can give you help and support regardless of your situation.

The DEA will help with:

- Advice and information about employment for people with a learning difficulty or disability.
- Details of government initiatives to enable young people with a learning difficulty or disability to find employment.
- Local job vacancies that might be suitable.

- Access to Work – this helps to tackle some of the practical problems, such as help with transport costs, special equipment, or provision of a support worker.
- Modern Apprenticeships – the young person can learn on the job, building up knowledge and skills while earning a wage. These are available to young people aged 16 to 24.
- Permitted Work-anyone receiving Incapacity Benefit or Employment and Support Allowance can potentially work for up to 16 hours per week and/or earn up to a certain amount without it affecting their entitlement to Benefits

These Supported Employment Schemes are flexible and designed to meet the individual needs of a young person with a learning difficulty or disability. The employment offered may be part-time or full-time.

Contact Jobcentre Plus via their website: [www.Jobcentreplus.gov.uk](http://www.Jobcentreplus.gov.uk) or tel 0845 6060 234

### **Voluntary Work**

For some young people there may be opportunities to do voluntary work in order to gain experience and skills, which could lead to paid employment. There is no restriction on the number of hours that someone can do voluntary work without it affecting entitlements and benefits. However, if benefits are being claimed, the Benefits Agency and Jobcentre Plus should be informed about any plans to carry out voluntary work.

Legislation to support disabled people who would like to work includes:

- The New Deal for disabled people, which is part of the Government's Welfare to Work strategy. The aim of the scheme is to help people into work who receive health related benefits, such as the Disability Living Allowance. This is a voluntary scheme.
- The Equality Act.
- Minimum Wage legislation (1999) protects vulnerable employees, such as disabled people, from being exploited. With a few exceptions, set out in the legislation, it is illegal for employers to pay less than the minimum wage.

Employers are expected to employ a percentage of employees who are registered as disabled.

Changes in the rules of the Benefit System, now make it more flexible when people want to move into work. However, some benefits can be affected. Further information is available from the Department of Work and Pensions (please see Useful Contacts on page 46).

## Chapter 5 - Useful Contacts

If you have an enquiry please call Hampshire County Council on:

0845 603 5630 – Adult Services Department

01329 225390 – Calls from within the UK

0845 603 5625 - Minicom for hearing and speech impaired customers within Hampshire.

Email [adult.services@hants.gov.uk](mailto:adult.services@hants.gov.uk)

**Out of hours contact for Adult Services: 0845 600 45 55** - Monday – Thursday 5pm to 8.30 am, Friday 4.30 pm to Monday 08.30 am and all day on Bank Holidays and Christmas Day.

Adult Services Area Offices are open 8.30am-5pm Monday to Thursday and 8.30am-4.30pm on Fridays. Please find below address details for all our local offices.

### **Aldershot**

Old Town Hall  
Grosvenor Road  
Aldershot GU11 3DP

### **Alton**

Park House  
High Street  
Alton GU34 1EN

### **Andover**

Chantry House  
ChantryWay  
Andover SP10 1LW

### **Basingstoke**

Sun Alliance House  
37/41Wote Street  
Basingstoke RG21 7LU

### **Eastleigh**

Hampshire House  
84-98 Southampton Rd  
Eastleigh SO50 5PA

### **Fareham**

Fareham Reach  
Unit 180  
166 Fareham Road  
Gosport PO13 0FH

### **Gosport**

133 Stoke Road  
Gosport PO12 1SD

### **Havant**

Town End House  
PO Box 61, East Street  
Havant PO9 1UB

### **Hythe**

West Shore House  
West Street, Hythe  
SO45 6AA

### **Lymington**

Avenue Road  
Lymington SO41 9YB

### **Petersfield**

Tilbrook House  
2/4 GrenehurstWay  
Petersfield GU31 4AZ

### **Romsey**

Former Magistrates  
Court  
Church Street  
Romsey SO51 8AQ

### **Winchester**

Capital House  
48-52 Andover Road  
Winchester  
SO23 7BH

The Ethnic Minority Learning Disability Project can provide information, signposting and support to access services if you are from an ethnic minority group and/or if you don't speak English. More information: [www.hants.gov.uk/adult-services/emld.htm](http://www.hants.gov.uk/adult-services/emld.htm)

### Portsmouth City Council

Services for adults (all adults/older people aged 18 and over)  
First Floor Civic Offices  
Guildhall Square  
Portsmouth  
PO1 2EP  
tel 023 9268 0810

#### **Offices are open**

Monday to Thursday 9am- 5pm, Friday 9am- 4.30pm  
Emergencies when offices are closed tel 0845 600 4555

### Southampton City Council

Health and Community Care  
Southampton City Council  
Civic Centre,  
Southampton  
SO14 7LY  
tel 023 8083 4567  
textphone 023 8083 380  
Email: [hsc.contact.centre@southampton.gov.uk](mailto:hsc.contact.centre@southampton.gov.uk)

#### **Offices are open**

Monday to Thursday 8.30 am to 5.00 pm, Friday 8.30 am to 4.30 pm  
Emergencies when offices are closed tel 023 8023 3344

## Borough, City and District Councils in Hampshire

### **Basingstoke and Deane Borough Council**

Civic Offices  
London Road  
Basingstoke  
RG21 4 AH  
tel 01256 844844  
[www.basingstoke.gov.uk](http://www.basingstoke.gov.uk)

### **East Hampshire District Council**

Penns Place  
Petersfield  
GU31 4EX  
tel 01730 266551  
[www.easthants.gov.uk](http://www.easthants.gov.uk)

### **Eastleigh Borough Council**

Civic Offices  
Leigh Road  
Eastleigh  
SO50 9YN  
tel 023 8068 8000  
[www.eastleigh.gov.uk](http://www.eastleigh.gov.uk)

### **Fareham Borough Council**

PO Box 13  
Civic Offices  
CivicWay  
Fareham  
PO16 7PU  
tel 01329 236100  
[www.fareham.gov.uk](http://www.fareham.gov.uk)

### **Gosport Borough Council**

Town Hall  
High Street  
Gosport PO12 1EB  
tel 023 9258 4242  
[www.gosport.gov.uk](http://www.gosport.gov.uk)

### **Hart District Council**

Civic Offices  
HarlingtonWay  
Fleet  
GU51 4AE  
tel 01252 622122  
[www.hart.gov.uk](http://www.hart.gov.uk)

### **Havant Borough Council**

Civic Offices  
Civic Centre Road  
Havant  
PO9 2AX  
tel 023 9247 4174  
[www.havant.gov.uk](http://www.havant.gov.uk)

### **New Forest District Council**

Appletree Court  
Lyndhurst  
SO43 7PA  
tel 023 8028 5000  
[www.nfdc.gov.uk](http://www.nfdc.gov.uk)

### **Portsmouth City Council**

Civic Offices  
Guildhall Square  
Portsmouth PO1 2AL

tel 023 9282 2251  
[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)

### **Southampton City Council**

Civic Centre  
Southampton  
SO14 7LY  
tel 023 8022 3855  
[www.southampton.gov.uk](http://www.southampton.gov.uk)

### **Rushmoor Borough Council**

Council Offices  
Farnborough Road  
Farnborough  
GU14 7JU  
tel 01252 398398  
[www.rushmoor.gov.uk](http://www.rushmoor.gov.uk)

### **Test Valley Borough Council**

Beech Hurst  
Weyhill Road  
Andover  
SP10 3AJ  
tel 01264 368000  
[www.testvalley.gov.uk](http://www.testvalley.gov.uk)

### **Winchester City Council**

City Offices  
Colebrook Street  
Winchester  
SO23 9LJ  
tel 01962 840222  
[www.winchester.gov.uk](http://www.winchester.gov.uk)

## Health Contacts

### NHS

[www.nhs.uk](http://www.nhs.uk)

### NHS Direct

[www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)

tel: 0845 4647

### Hampshire Partnership NHS Foundation Trust

Hampshire NHS Foundation Trust

Tatchbury Mount, Calmore,

Southampton

SO40 2RZ

tel: 023 8087 4300 fax: 023 8087 4301

[www.hampshirepartnership.nhs.uk](http://www.hampshirepartnership.nhs.uk)

Hampshire Primary Care Trust has now become two separate organisations. [NHS Hampshire](#) commissions the health services for Hampshire and [Hampshire Community Health Care](#) provides community health services for Hampshire.

### NHS Hampshire

NHS Hampshire

Omega House, 122 Southampton Road

Eastleigh SO50 5PB

tel: 023 8062 7444

<http://www.hampshire.nhs.uk>

### Hampshire Community Health Care

Hampshire Community Health Care

HCHC HQ

8 Sterne Road

Tatchbury Mount

Calmore Southampton

SO40 2RZ

Telephone 023 8087 4270

[www.hchc.nhs.uk](http://www.hchc.nhs.uk)

### Surrey and Borders Partnership NHS Foundation Trust

Trust Headquarters

18 Mole Business Park

Leatherhead

Surrey

KT22 7AD

Tel: 01883 383838

[www.sabp.nhs.uk](http://www.sabp.nhs.uk)

## Other useful contacts

### Accessible Taxis

[www.hants.gov.uk/passengertransport.htm](http://www.hants.gov.uk/passengertransport.htm)

Telephone: 0845 603 5633

Email: [ptgenquiries@hants.gov.uk](mailto:ptgenquiries@hants.gov.uk)

### Adaptations and Equipment

[www.hants.gov.uk/adult-services](http://www.hants.gov.uk/adult-services)

tel: 0845 603 5630

### British Banking Association

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

tel: 0207 2168800

### Citizens Advice Bureau

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

Winchester CAB: 01962 848000

### Department of Work and Pensions

[www.dwp.gov.uk](http://www.dwp.gov.uk)

Can also contact:

Benefits Enquiry Line

tel: 0800 882 200

Textphone: 0800 243 355

### Dial a Ride

[www.hants.gov.uk/passengertransport/dialaride.htm](http://www.hants.gov.uk/passengertransport/dialaride.htm)

tel: 0845 603 5633

### Disabled Living Foundation

tel: 0845 130 9177

Textphone: 020 7432 8009

Email: [helpline@dlf.org.uk](mailto:helpline@dlf.org.uk)  
[www.dlf.org.uk](http://www.dlf.org.uk)

### Disabled Person's Railcard

[www.disabledpersons-railcard.co.uk](http://www.disabledpersons-railcard.co.uk)

tel: 0845 605 0525

Email: [disability@atoc.org](mailto:disability@atoc.org)

Minicom/textphone: **0845 601 0132**

### Evolve

Lists groups and clubs in Hampshire for people with disabilities

[www.e.volve.org.uk](http://www.e.volve.org.uk)

tel: 0845 600 4373

### Hampshire County Council

[www.hants.gov.uk](http://www.hants.gov.uk)

tel: 0845 603 5630

The Castle, Winchester, Hampshire SO23 8ZB

Adult Social Care:

[www.hants.gov.uk/adult-services](http://www.hants.gov.uk/adult-services)

Children's Services Dept

[www.hants.gov.uk/childrens-services](http://www.hants.gov.uk/childrens-services)

Autism

[www.hants.gov.uk/as-autism](http://www.hants.gov.uk/as-autism)

Care Choice

[www.hants.gov.uk/carechoice](http://www.hants.gov.uk/carechoice)

Carers

[www.hants.gov.uk/carers](http://www.hants.gov.uk/carers)

Employment

[www.hants.gov.uk/employment-training](http://www.hants.gov.uk/employment-training)

Learning Disability

[www.hants.gov.uk/learning-dis](http://www.hants.gov.uk/learning-dis)

Transition

[www.hants.gov.uk/transition](http://www.hants.gov.uk/transition)

### Hampshire Learning Disability Partnership Board

Information for people in Hampshire

[www.hampshirelearningdisabilitypartnershipboard.co.uk](http://www.hampshirelearningdisabilitypartnershipboard.co.uk)

### Housing Authority

Contact your local council or the Citizens Advice Bureau has some advice

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

### Job Centre Plus

[www.direct.gov.uk/en/Employment/Jobseekers/index.htm](http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm)

Benefit claim: 0800 055 6688

Textphone: 0800 023 4888

Look for a job: 0845 6060 234

Textphone: 0845 6055 255

**Learn Direct**

[www.learndirect.co.uk](http://www.learndirect.co.uk)

tel: 0800 100 901

**Motability**

[www.motability.co.uk](http://www.motability.co.uk)

tel: 0845 456 4566

Minicom: 0845 675 009

**National Rail**

[www.nationalrail.co.uk](http://www.nationalrail.co.uk)

See also: Disabled

Person's Railcard

[www.disabledpersons-railcard.co.uk](http://www.disabledpersons-railcard.co.uk)

**SENSE**

For children and adults who are deaf, blind or have associated disabilities.

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

Email:

[info@sense.org.uk](mailto:info@sense.org.uk)

Telephone: 0845 127 0060

Textphone: 0845 127 0062

Fax: 0845 127 0061

**SKILL – National Bureau for Students with Disabilities**

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

or tel: 0800 328 5050

# Appendix 1

## Transition Review Process For Young People with SEN Statements



Year 9 (13/14 years) - First Transition Planning Meeting (usually held at the same time as the Annual Review meeting)

### Setting up the Meeting

The Head Teacher of the school is responsible for inviting people to the Year 9 Annual Review, which will include discussion of the Transition Plan. The Annual Review meetings will usually take place at the school.

### Who is invited?

- The young person themselves for all or part of the meeting
- Parents/carers with responsibility for the young person
- The class teacher/form tutor
- YSS PA – who must attend the year 9 meeting (but attendance is optional at future meetings)
- Educational Psychologist for the school
- Transition Social Worker.

Others who may attend if they are involved:

- Member of the Disabled Children's Team
- Health Professionals who are involved with the young person e.g. Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Clinical Psychologist
- Education Support Service if involved e.g. Behaviour and Emotional Support Team, Learning Support Services, Sensory Services
- Special Educational Needs Officer from Children's Services

You will be asked if there are any other professionals who you would like the Head Teacher to invite to the meeting, eg. a member of the Parent Partnership Service.

### Reports

Professionals from all agencies working with the young person will be asked for information. Reports are sent to the Head Teacher, who coordinates the transition

meeting; guidelines state that all reports should be circulated to the parents and other participants two weeks before the meeting takes place.

The Head Teacher, or a representative, is responsible for chairing the Annual Review meeting and ensuring that there is time to discuss the Transition Plan. At 14, the plan starts to set out the child's vision for the future, but it is too early for firm decisions on most issues at this stage.

It is helpful to prepare for the issues that could be brought up at the meeting in relation to your child:

- Reading the papers which have been circulated before the review and highlighting any parts to discuss at the meeting.
- Looking at the Statement and the report from last year's Annual Review to make sure that the targets have not been overlooked, and to check on the progress your child has made.
- Helping the school to clarify what your child is thinking about for his/her future. The school does have a responsibility to help young people express their views and have a range of materials available to help young people with learning/communication difficulties to do this.
- Further Education – at school, Further/higher Education College or by another provider.
- Well-being: any health needs and how best to manage them.
- Employment and Work Based Training options for after school and college.
- Work Experience –all students receive “work related learning” as part of the Key Stage 4 Strategy for schools.
- Support required to access learning and help develop independent living and vocational skills.
- Employment options for after school and college.
- Living arrangements, including any need for short breaks.
- Thinking about any additional support which the family may need
- Leisure and social interests.
- Finances.

If a new need is identified, a referral should be made to the appropriate service and noted in the Action Plan.

## **After the Meeting**

The Head Teacher will prepare a report of the meeting and draw up the Transition Plan. The draft reports are sent to the SEN Services no later than 10 days after the meeting. A copy of the report of the meeting and the Transition Plan is sent to the parents and all professionals involved. If parents are not happy with the Plan they may request that changes are made. The YSS PA oversees the delivery of the Transition Plan.