

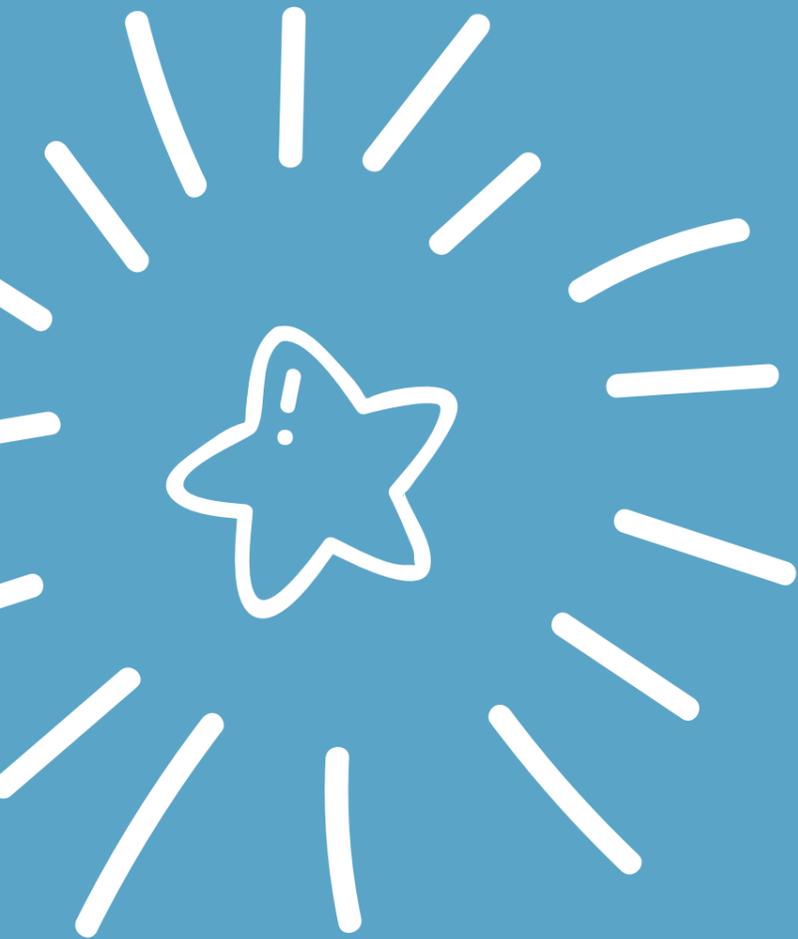
Preparing for Adulthood Protocol



A guide for all young people with Special
Educational Needs and Disabilities



Our aim is for young people with Special Educational Needs or Disabilities (SEND) to achieve their ambitions and fulfil their aspirations as they prepare for adulthood. To make this happen local education, social care, health services and the community/voluntary sector are working together in partnership with young people, their families and carers.



January 2021

Review Date: January 2022

KENT COUNTY COUNCIL

SEN, Lifespan Pathway 0-25 Disabled Children & Disabled Young People's Service and Kent & Medway CCG

In collaboration with Broomhill Bank School, IASK & PACT

Contents

Section 1 Introduction	4
• Opening Statement	4
• Aims & Objectives	5
Section 2 SEND Local Offer & Care Act	6
• SEND Local Offer	6
• Care Act 2014	7
Section 3 Education and Employment	8
• Careers Advice and Guidance	8
• Vocational Profiles	9
• Kent Supported Employment	10
• Valuable 500 Commitment	10
Section 4 Independent Living	
• Accommodation Pathways	14
• No Place Like Home	14
• Financial Assessment & Charging	14
• Money Advice and Personal Budgets	15
Section 5 Communities, Friendships and Relationships	18
• Friends, Relationships and Communities	18
Section 6 Health and Wellbeing	20
• Health	20
Section 7 Transition Programme	22
• Plans, Reviews and Support	22
• Professionals Timeline	22
Section 8 Becoming an Adult	30
• What can I do to prepare for my transition?	30
Section 9 Who can help me to prepare for my transition?	31
• Advocacy	31
• KPS (Kent Pathway Service)	31
• IASK (Information, Advice and Support Kent)	32
• Supported Employment - how it helps young people	32
Section 10 Appendices	33
• Care Act Criteria	33
• Adult Services Assessment Criteria	33
• Useful links to Benefits and Supporting Documents	33
• Complaints and Escalation Process - KCC and NHS	34

Section 1 Introduction

Opening Statement

Moving from childhood to adulthood is a very exciting time in a young person's life. There are many things to consider, where to go to college or further education, occupational or employment opportunities, having friends and a social life, where to live in the future, how to access benefits as well as being healthy and remaining active.

This document has been co-produced by Education, Health, Social Care, children, young people, parents/carers and our partners to help guide you through your transition. This document will provide you and your parents/carers with quality information about all the steps that you will take from the start of your transition to the end and will also provide our staff with information regarding the process and how best to support you during your transition into adulthood.

Together we have created a document which will provide information on the support and services we can offer you and your family to get the right information at the right time, focusing on your future and aspirations and to help staff within all agencies to understand how best to do that. Our priority is to support you and the people who are important to you to ensure that you have a smooth transition into adulthood.

This document was created by:

Kent County Council

NHS Kent and Medway ICB (formerly

Kent & Medway CCG)

The Education People

Broomhill Bank School

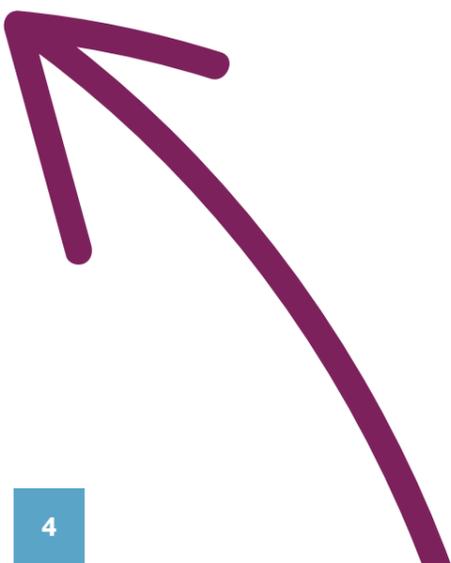
Parents and Carers Together

Information, Advice & Support Kent



Aims of Good Transition Planning

1. Raise aspirations and help you reach your full potential in adult life.
2. Start transition early and ensure that you and your parents/carers are fully involved in planning for your adulthood.
3. For the staff you work with to talk to each other and you, to make sure that your plan is clear and easy, and that you can get the support that you need.
4. It's important that all people that work with you consider your age and your understanding of the world around you (developmentally appropriate). Wherever possible, you will be able to make your own decisions.
5. To make sure that you and your parents/carers have access to all the information that you need to make the best decisions about your future.
6. For us (professionals) to make sure that you and your parents/carers have the support that you need through your transition.



Section 2

SEND Local Offer & Care Act

SEND Local Offer

Every Local Authority is required to publish information about the support and services they expect to be available in their area for children and young people from birth to 25 who have SEND. They are also required to publish information about services outside of the area which they expect children and young people from their area will use. For example, information on a bordering local college that young people may wish to use. This is known as the 'Local Offer'.

The Local Offer puts all the information about employment, education, health and care services, leisure activities and support groups in one place. It has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- to make provision more responsive to local needs and aspirations.

The SEND Local Offer is for:

1. children and young people with SEN and/or disabilities from birth to 25
2. their parents and carers
3. practitioners and professionals.

The SEND Local Offer must:

1. make it easier for families and young people to find out what they need to know
2. give families and young people information about what is available
3. tell families and young people where they can get further information.

The Local Authority must involve children and young people with SEN and disabilities, and parents and carers in preparing and reviewing the Local Offer. If young people would like to be involved, or make some comments, they can find out more on the KCC SEND Local Offer web page called '[Working Together with parents, children and young people](#)'.

Children and young people who want to be more involved in developing and reviewing the KCC SEND Local Offer can give feedback via the link at the bottom of each page of the KCC website www.kent.gov.uk

The Local Authority must also publish what children, young people and parents/carers tell them about the SEND Local Offer. It must also say clearly what it will do about the comments it has received.

There is a Local Offer Section for young people which is called 'Support for Young Adults' but is often known as the Preparation for Adulthood Section. This section aims to ensure that young people are prepared for and supported into adulthood with the opportunities available to live full lives. The information is grouped using the Preparation for Adulthood life outcomes:

1. Preparing for and finding employment
2. Finding somewhere to live and getting good support
3. Friends, relationships and being part of your community
4. Achieving as healthy a life as possible.

The Local Offer can be found at SEND Local Offer for Kent County Council (KCC) at www.kent.gov.uk/education-and-children/special-educational-needs

SEND Code of Practice link: www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Care Act 2014

Care Act 2014 <https://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

Easy Read Version: <https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/eh1wa0pj636379736149459927.pdf>

Under the Care Act, local authorities have the following functions, to make sure that people who live in their areas who may need care and support:

- receive services that prevent their care needs from becoming more serious, or delay the impact of their needs
- can get the information and advice they need to make good decisions about care and support
- have a range of high quality, appropriate services to choose from.

How does the Care Act help prevent people developing care and support needs?

The Care Act helps to improve people's independence and wellbeing. It makes clear that local authorities must provide or arrange services

that help prevent people developing needs for care and support or delay people deteriorating such that they would need ongoing care and support.

Local authorities have to consider various factors:

- what services, facilities and resources are already available in the area (for example local voluntary and community groups), and how these might help local people
- identifying people in the local area who might have care and support needs that are not being met
- identifying carers in the area who might have support needs that are not being met.

In taking on this role, local authorities need to work with their communities and provide or arrange services that help to keep people well and independent. This should include identifying the local support and resources already available and helping people to access them.



Section 3 Education and Employment

Careers Advice and Guidance

Good careers advice and guidance is there to offer you a range of career choices and the opportunity to explore all of the routes into employment, further education and training.

We are here to support and guide you to make the right choices about your future. We recognise that there are unique challenges faced when transitioning from school to further learning and to the workplace and we are here to help support that transition.

Good careers advice and guidance in schools should help to raise your aspirations and promote access to all career pathways, as well as enabling you to develop the skills and outlook that you need to achieve success within the workplace.

Every school and college should appoint a named person to the role of Careers Leader, and they are expected to publish details of their careers programme for you and your parents/carers to find out more.

Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13 and publish a policy to explain how this will be achieved. Schools must ensure that there are opportunities for a range of education and training providers to meet with all pupils in year 8 to year 13 to tell you about approved technical education qualifications or apprenticeships.

Schools must also provide pupils with opportunities to meet employers at least every year from year 7 to year 13. Some of these encounters must be with STEM (Science, Technology, Engineering and Mathematics) employers.

Every school and college should use the Gatsby Benchmarks to improve careers provision.

The Gatsby Benchmarks

1. A stable career programme
2. Learning from career and labour market information
3. Addressing needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further Education
8. Personal guidance
9. National Careers Advice
10. Job Centre Plus – Find a Job



Good careers advice and guidance in schools should help to raise your aspirations and promote access to all career pathways

Vocational Profiles

Vocational profiles are a useful and successful way of finding out what kind of job you may be interested in. They are a way of gathering information that is specifically related to work and supporting someone to find a job. KCC recognises that the use of the NDTi (National Development Team for Inclusion) vocational profiles are a great way to find out what you want to do and provide an opportunity to understand what you are interested in and to explore why.

Schools/educational providers should support you to complete your vocational profile. It might not be completed in one sitting and in fact the more time spent on it, the more helpful the information will be. It can be used from school year 8 or 9 as part of the school curriculum and should be a live document if possible, kept online and updated after any kind of work experience or work placement. Vocational profiles should be used for those with an Education Health and Care Plan (EHC Plan) to inform the outcomes relating to employment.

The vocational profile will capture details of where you live and who you live with, information that helps us to understand what support you might need to get a job. It helps to identify areas for development, such as learning how to travel independently, telling the time and using money.

Doing a vocational profile is an opportunity to find out what you are interested in, what your skills and talents are, and it is a way of opening doors to what is possible. It should be a motivating conversation, one that inspires you and helps you to succeed in the future.

NDTi have made a summary sheet that could be attached to the Educational, Health and Care or Provision plan.

The full Vocational Profiles resources can be found on the NDTi website:

[Full vocational profiles resources](#)

Kent Supported Employment

Kent Supported Employment (KSE) is a specialist employment service that provides a range of services from school-age training and work experience programmes, to supporting students and adult jobseekers into work experience, supported internships, supported apprenticeships, self-employment and paid employment. They thrive on their specialist knowledge and experience of services for SEND students, other vulnerable learner groups and adults with a disability or disadvantage.

Across Kent and beyond, KSE works with Local Authorities including adult social services, schools, colleges, training providers, Job Centre Plus and employers to professionally support young people and adults with physical/learning difficulties, autism and other barriers. They offer a robust service of direct delivery through the supported employment model, job coaching and independent travel training.

KSE is the supported employment supplier of choice with Kent Adult Social Services and Health. They are members of BASE (British Association of Supported Employment) and the service is widely regarded within this association as an exemplar of very best practice.

To find out more please contact KSE by email:

KentSupportedEmployment@theeducationpeople.org

Valuable 500 Commitment



The Valuable 500 is a global movement putting disability on the business leadership agenda. It requires 500 national and multinational private sector corporations to be the advocates and leaders for change and help to promote the social and economic value of people living with disabilities across the world by signing up to the agenda. Large organisations such as Tesco, B&Q and West Ham United have signed, leading the way by example.

Once signed up, the company will have access to the Executive Resource Hub – an exclusive online toolkit designed to help leaders and their boards on their inclusion journeys. These resources offer guidance on such areas as communication, innovation and more. The Valuable 500 wants to trigger in-depth change: for the business to commit not only to further include people with disabilities, but, more importantly, to unlock their potential.



CASE STUDY

Pen portrait for young person who has transitioned from special school to college to supported living

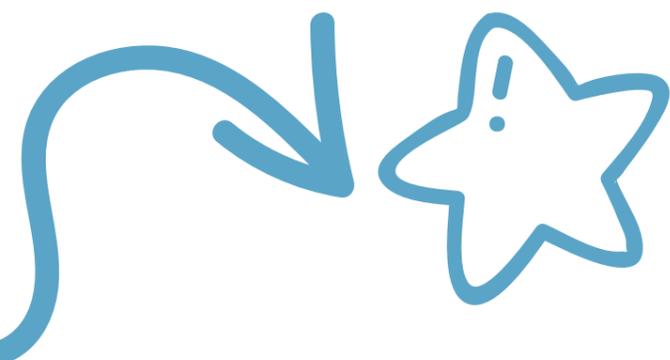
Katie is a sociable and independent young woman who is motivated to increase her skills in all areas of life. Katie has Downs Syndrome and a learning disability and wears glasses and hearing aids. She can find it difficult to put her feelings into words and sometimes her behaviour tells others how she is feeling, so it helps her to have people around her who understand this and can speak up for her when she finds this difficult.

Katie attended a special needs school, where she worked hard and enjoyed sharing her successes at her Education, Health and Care Plan Reviews. She then moved on to college, where she enjoyed doing work experience in the café. Katie later used these skills to gain a supported internship at a café near to her home, where she learns functional skills one day and then puts these into practice in her workplace. As Katie's confidence has grown, she has agreed to have less support than before and completes a lot of tasks independently but receives the support she needs with tasks that she finds harder,

like counting money. Katie is now working on getting to work by herself and wants to try different types of jobs too.

Katie grew up with her family and when the time was right for her she was supported to move into supported living in a large house with 8 other tenants. She decorated her own room, and this helped her to settle in. Katie then felt ready to move on to a smaller house and now lives with just one other person, which really suits her.

Katie has faced a lot of challenges in achieving what she has, and it has really helped her when the people supporting her at work and at home have talked to each other to make sure they are supporting her in a similar way. There are lots of things Katie does now that she could not before, like making herself snacks, managing her medication, and spending time at home by herself cleaning, which she loves. Katie's next goal is to be able to spend time out and about by herself too.



CASE STUDY

Claire, who is 24, has Down's Syndrome. She is hearing and visually impaired.

Claire attended The Orpheus College and left in July 2018. Claire applied for a job there as a catering assistant and now works there three days per week.

Claire studies for a Performance Making Diploma at the RCSSD (Royal Central School of Speech & Drama in London) on Tuesdays and Fridays. This course is run in partnership with learning disabled theatre company, Access All Areas.

Claire was involved in a documentary about people with Downs Syndrome in employment, which was run by her sister, Abigail.

"Thank you so much to everyone who was able to attend the screening of possABILITY on Wednesday evening. I was very touched to have so many in attendance and I hope you all enjoyed it.

"I am delighted to be able to share with you the YouTube link to the film: [https://www.youtube.com/watch?v=U2GTHbmKIBU&tpossABILITY\(2018\)](https://www.youtube.com/watch?v=U2GTHbmKIBU&tpossABILITY(2018))

"This is my first film, a documentary about people with Down's Syndrome in employment. I wanted to raise awareness of this particular topic. Please watch and share with anyone and everyone!"

Claire was also involved in a research course at St Georges University in London last summer. The information gathered was written up and sent off to be published in the British Journal of Learning Disability. The usual process of peer review for academic articles was followed so, Claire is now a published author.

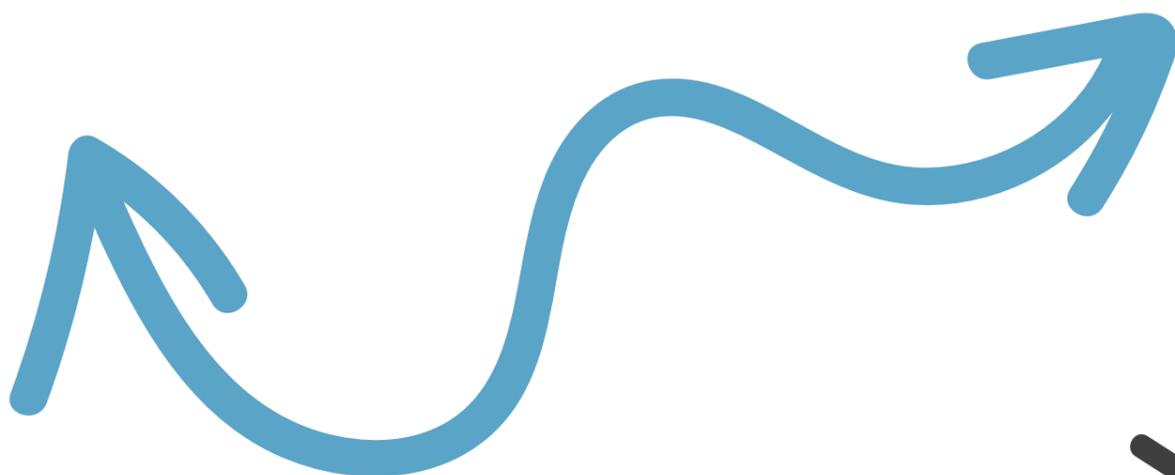
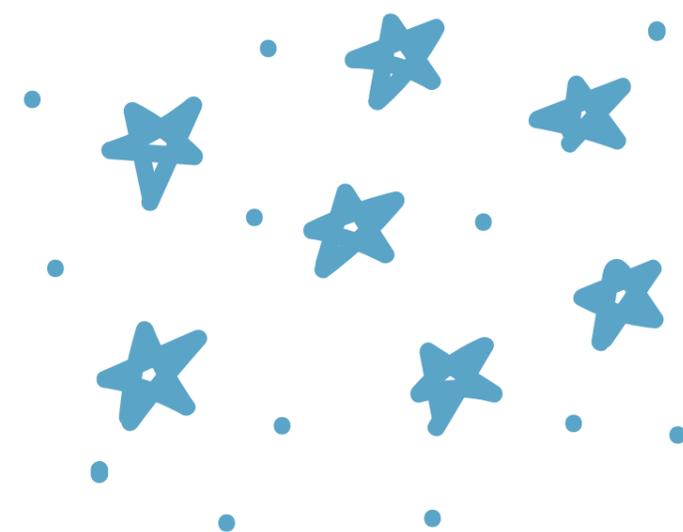
Claire also had her first Zoom meeting with Great Ormond Street Hospital for her project to help them with their leaflets and policies for children in hospital with SEND. And the project for her to help teach medical students at Kings and Guys Hospitals about working with adults with Down's Syndrome is due to start soon.

CASE STUDY

Abeo is a 21-year-old who has mild learning disabilities, an autism spectrum condition and delayed communication difficulty, which affects his social skills and communication with others. Until recently he lived with his parents and has now been supported to move into his own supported living flat. It was important to Abeo and his family that his new home was close to his family's home, as this makes it easier for him to continue to have regular contact with his family. He still enjoys activities with them, such as going to church.

Abeo is in education, and his parents approached the local college and adult education so that he could continue with his studies. During the COVID-19 lockdown, KCC provided Abeo with a laptop to support his remote learning. He uses his laptop to speak to his family via Zoom and is very happy to be able to regularly see and speak to them. Abeo also attends in-education sessions and activities within his new home.

Abeo is building his life skills specifically his social and communication skills, problem solving, decision making, creative thinking and self-awareness. He wishes to continue his studies and he is currently being supported to seek further education. One day he would like a job and to support this he first wants some voluntary work to build up his work experience.



Section 4 Independent Living

Accommodation pathways

In order to support you, your family and our staff to explore housing options, a document called No Place Like Home has been created to set out the details of housing options available.

Housing options include:

- Renting your own home
- Owning your own home
- Supported Living schemes
- Staying in your current home
- Living with other family members
- Shared lives schemes
- Residential care

[No Place Like Home](#) is a Housing and Support booklet to help you, and other young people with special educational needs and disabilities, find a housing choice right for you.

Most of us dream about having a home of our own, but many young people with special educational needs or learning disabilities get little choice about where they live or who they live with. A person's disability is often seen as the main factor when considering housing options, rather than thinking about the things they want in life.

Your home and living circumstances should enable you to have as much independence as you can, while ensuring you have the right support to make this happen.

Everybody needs a home, a place where you can do the things you like to do; somewhere where you feel safe and secure; somewhere to be with friends or to just relax.

The purpose of this booklet is to guide you about different ways to get housing and support in Kent. It is not in an easy read format, but it is in plain English. For some people this may be fine but for some, the language here will be too difficult.

This booklet is designed to provide information that will support a discussion with someone with learning disabilities who is thinking about moving into their own home. It aims to describe the advantages and disadvantages associated with different types of housing options and support that you will find in your area. It will also set out the arrangements for ensuring planned and supportive transitions to independent living for you between Kent County Council (KCC) and the twelve District & Borough Councils. In each section, there are some questions to discuss; these are in blue boxes. The light green boxes provide useful local or national sources of information.

Financial Assessment and Charging

The Care Act 2014 provides a single legal framework for charging for care and support. It enables a Local Authority to decide whether to charge a person when it is arranging to meet a person's care and support needs or a carer's support needs. There are some types of service where the Local Authority is required to arrange care and support free of charge. The overarching principle is that people should only be required to pay what they can afford based on a means-test.

Kent County Council makes charges to young people for some of its services from the age of 18. Chargeable services are care and support provided at home and in the community; residential and respite care; and care and support provided in custodial settings/prison.

Once the social care team has assessed a young person and agreed a suitable package of care, they refer to the Assessment Team for a Financial Assessment. This is completed by an Assessment Officer in person or by telephone, who works out what the young person can afford to contribute, and the young person or their nominated person will then be invoiced accordingly. As part of the Financial Assessment process a full Welfare Benefit

check is undertaken and support is provided in claiming or appealing Welfare Benefit awards. If a young person or their representative is not in agreement with the outcome of a Financial Assessment, there is an appeal process they can follow.

If a young person is already receiving services from Kent County Council before the age of 18, then the social care team should make a referral to the Assessment Team prior to the young person's 18th birthday so that a Financial Assessment can be completed and charge determined.

It is very important that young people know that the services they have been assessed to receive may be chargeable and that they understand the financial assessment process. A KCC Charging Letter and the relevant charging booklet ('Red Book' for residential care and 'Blue Book' for care provided in the home and support in the community) are available on www.kent.gov.uk and should be sent out to the young person or their representative once they have been assessed to receive a service, or ahead of their 18th birthday if they are already receiving services and are in transition.

Money Advice

You and other young people with special education needs and/or disabilities could be entitled to benefits to help you, which would usually be either Disability Living Allowance (DLA) or Personal Independence Payment (PIP).

Personal Education Budgets

Personal Budget Funds are provided to educational providers by the Local Authority so they can provide the resources required to meet your needs. If you have an EHC Plan, you (if you are over the age of 16) or your parents/carers can request a personal budget as this can give more control over what the money is spent on and who spends it. A personal budget can only be spent on things set out in the EHC Plan and can be requested:

- when your EHC Plan needs assessment is taking place
- when your EHC Plan is being reviewed (annual review)
- during a re-assessment of the your needs.

It is also possible to request a personal transport budget.



Receiving a personal education budget

Personal budgets can be received either as:

- **direct payments** – parents/carers/young people pay for and manage services themselves
- **an arrangement** – the Local Authority, school or college hold the money, but parents/carers/young people decide how to spend it
- **third party arrangements** – parents/carers/young people choose an individual or organisation to manage the money for them.

Direct Payments to meet Educational Needs in an EHC Plan

There is the option for money to be paid onto a Kent Card or into a bank account. A decision is usually made within 10 working days after a written request is sent to the Local Authority for direct payments. The request for direct payments will not always be agreed; this is often because arrangements for services to be provided in line with the provision set out in the EHC plan, have already been made. The decision about direct payments can be appealed by a letter being sent to the SEN area manager overseeing the case. Again, the decision will usually be made within 10 working days.

Social Care Direct Payments

If you (or your parents on your behalf) are already receiving Direct Payments, you can choose to receive these yourself from the age of 16 if you are able to and want to manage them yourself. If it is agreed that you need additional support to help you manage your personal care or access community activities, but haven't received Direct Payments before, you could choose to make your own arrangements and pay for them using Direct Payments. Your Social Worker can make a referral to the Direct Payment Support Service who will be able to advise you on how to do this.

Personal Health Budgets

If you have a health condition which meets the criteria for ongoing health support, you may be entitled to a Personal Health Budget, so you can have more control over how your health needs are met. If you also have a Social Care Direct Payment, you may be able to employ the same Personal Assistants to meet your health and social care needs. Talk to your key Health Professional if you think this could apply to you and would like to know more about this option.

Where can young people go for help with money?

You should be able to ask for money advice at your college or post 16 educational setting. This should be with the information provided about future employment options.

There are many different charities and services that are out there to help you manage your money:

- **The Prince's Trust** – Funding to train and learn <https://www.princes-trust.org.uk/help-for-young-people/get-funding-train-learn>
- **Turn2Us** – Support through grants and benefits help <https://www.turn2us.org.uk/Get-Support>
- **Citizens Advice Bureau** – Advice about money and budgeting <https://www.citizensadvice.org.uk/debt-and-money/>

CASE STUDY

Leon had been in foster care for most of his childhood. At age 18 he was placed in a family-based home with a private bedroom to encourage independent living skills. He left after a year to live on his own, but he struggled both physically and mentally because he could not cope with the burden of responsibility, especially with maintaining a home.

Leon was isolated due to his deafness and being a British Sign Language (BSL) user, could not engage with the local community. He stayed in all day playing on his console and ordering takeaways, became severely obese and his self-confidence slowly diminished. This caused his mental health to deteriorate even further. His debt management was also an issue. All this had made him suicidal, and he has made attempts on his life.

As a young care leaver Leon was supported by the Sensory team and, following a care act assessment, a care plan was agreed for 15 hours a week support from a Personal Assistant. Within 12 months, Leon has progressed so much. He now takes pride in his home, decorating, purchasing a carpet out of his savings, and is enjoying the responsibility of caring for a new kitten. Leon has also lost weight, experimenting with different meals, cooking his own rather than having takeaways. His last takeaway was 12 months ago, which he is very proud of.

Leon is now volunteering and is participating in events, even leading some of them. His PA also worked with him on his estranged relationship with his mother and her partner, which has improved so much - they now have a relationship where it was non-existent before.



Section 5 Communities, Friendships and Relationships

Friends, Relationships and Communities

In Kent, for many young people having friends, relationships, good social lives and being included in the community is a valuable part of your lives.

Schools and education settings offer opportunities for young people to meet regularly, develop friendships and feel part of a community. It is important that you are able to continue to access opportunities outside of education and when you leave education settings.

Around the age of 14, most young people start to develop more independent lives through relationships with friends at school and in their communities.

- Where this does not happen for young people with disabilities it is necessary to provide support to enable you to achieve fulfilling active lives.
- The year 9 transition review meeting should explore what is important to you and include the outcomes that you want to achieve in your plan.

During the transition planning, thought is given to what needs to be done to support you to have opportunities to spend time with friends outside of school and college, to develop and keep friendships and relationships, and to ensure that you have access to local communities.

Key aspects to consider will be:

- Maintaining friends and having supportive relationships
- Supporting you to think about and understand your sexuality, sexual identity, relationships and rights
- Contributing to, and being part of, the local community
- Having a 'voice'
- Volunteering
- Independent travel
- Staying safe.



KCC funds a range of short breaks which support building friendships in the community. Not all short breaks are funded by the County Council. The three categories of short breaks are listed below.

- **Universal short breaks:** These are everyday community services that can be used by everyone without an assessment. For example, youth clubs, after school activities, Scouts, Guides, leisure centres and holiday activities. Wherever possible, these should be accessible to you to support you to be included in your local community. They should form part of the valuable experiences for all children and young people as they grow up. Information about universal services is available on our Local Offer.

KCC's youth offer can be found here: <https://www.kent.gov.uk/education-and-children/young-people/online-youth-services>

Local offer directory of services: <https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0>

- **Targeted short breaks:** These are specific short breaks for disabled children and young people to which families can self-refer. These services may be provided in the evenings, weekends and school holidays. These services are for disabled children and young people, as defined by the Disability Discrimination Act 1995, who cannot access universal services without needing additional support.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/short-breaks-for-send-children>

- **Specialist short breaks:** These are daytime or overnight services, or services paid for by direct payments. They are designed to meet the needs of an individual child or young person and their carers after a Social Care assessment.

There will be a range of opportunities and activities in the local area where you live, and you may need support to find out what is available locally to help you to pursue your interests.



Section 6 Health and Wellbeing

Health

We are aware that you may have special educational needs and/or disabilities with long-term physical or mental health conditions for which you will still need treatment when moving on from children's services.

The aim for you as a young person transitioning into adult services is to enhance your quality of life and empower and support you and your parents/carers to manage and understand your health conditions and promote wellbeing. Sometimes, child and adult services do not mirror each other, so transition is not always straightforward. Health providers in Kent (not including Continuing Healthcare) are starting to use the nationally recognised 'Ready Steady Go' and 'Hello to adult services' programmes to help make the process as smooth as possible.

Ready Steady Go, Hello is a transition tool designed to help you and your parents/carers manage any chronic medical conditions you may have. It enables you to learn about your treatment, gain the confidence to ask questions and be involved in decisions about your care. This allows them to know when to get help, who to contact in an emergency and stay informed about any support networks available. From the age of 14 years old (year 9), you are encouraged to use the Ready Steady Go tools to facilitate conversations with clinicians about health. You and your parents/carers should ensure you have a named GP and meet with them as well as your specialist health teams to discuss your transition to adult services.

If you have difficulties communicating, you may have a 'communication passport'. This draws together complex information (including your own views, as much as possible) and puts it into a clear, positive and accessible format. It also gives you a format to share key information about yourself, to help people to get to know you.

One of the roles for health professionals during the transition process is to identify whether you are

likely to have continuing health care needs. If you receive continuing care, you will be referred to adult continuing health care teams to begin the process to determine if you will be eligible for Continuing Health Care; this happens when you are 17 years old. Although you may be in receipt of a package of continuing care at the moment, you may not meet the criteria for NHS Continuing Healthcare or NHS funded Nursing Care once you turn 18. However, even if you do not meet the criteria for adult NHS continuing healthcare, you may have certain needs that are the responsibility of the NHS.

During transition, you will be reviewed yearly and should be encouraged to keep a 'Personal Health Record'. If you have a continuing care package, the transition process may be supported by a named health worker. They will coordinate the Health transition to adulthood and ensure it brings all of your health needs together in one place. This includes, but is not limited to, collecting input from paediatricians, community nurses, therapists and hospital specialists, as well as planning how resources (such as free prescriptions; equipment; diet and exercise; sexual health; dentist; optician) will be accessed in adult life. If you are being educated out of area, your health worker should ensure plans are made for accessing Kent health services on your return. [CHC Screening Tool](#)



If you have a learning disability your GP or another professional that sees you may refer you to the Community Learning Disability Service – a team of health professionals that promote your health and wellbeing in your adult life.

Anyone aged 14 or over who is on their GP's learning disability register can have a free annual health check once a year. Check with your GP practice if you or the person you care for are/is on the register. Annual health checks are for adults and young people aged 14 or over with a learning disability. An annual health check helps you stay well by talking about your health and finding any problems early, so that you get the right care. You do not have to be ill to have a health check.

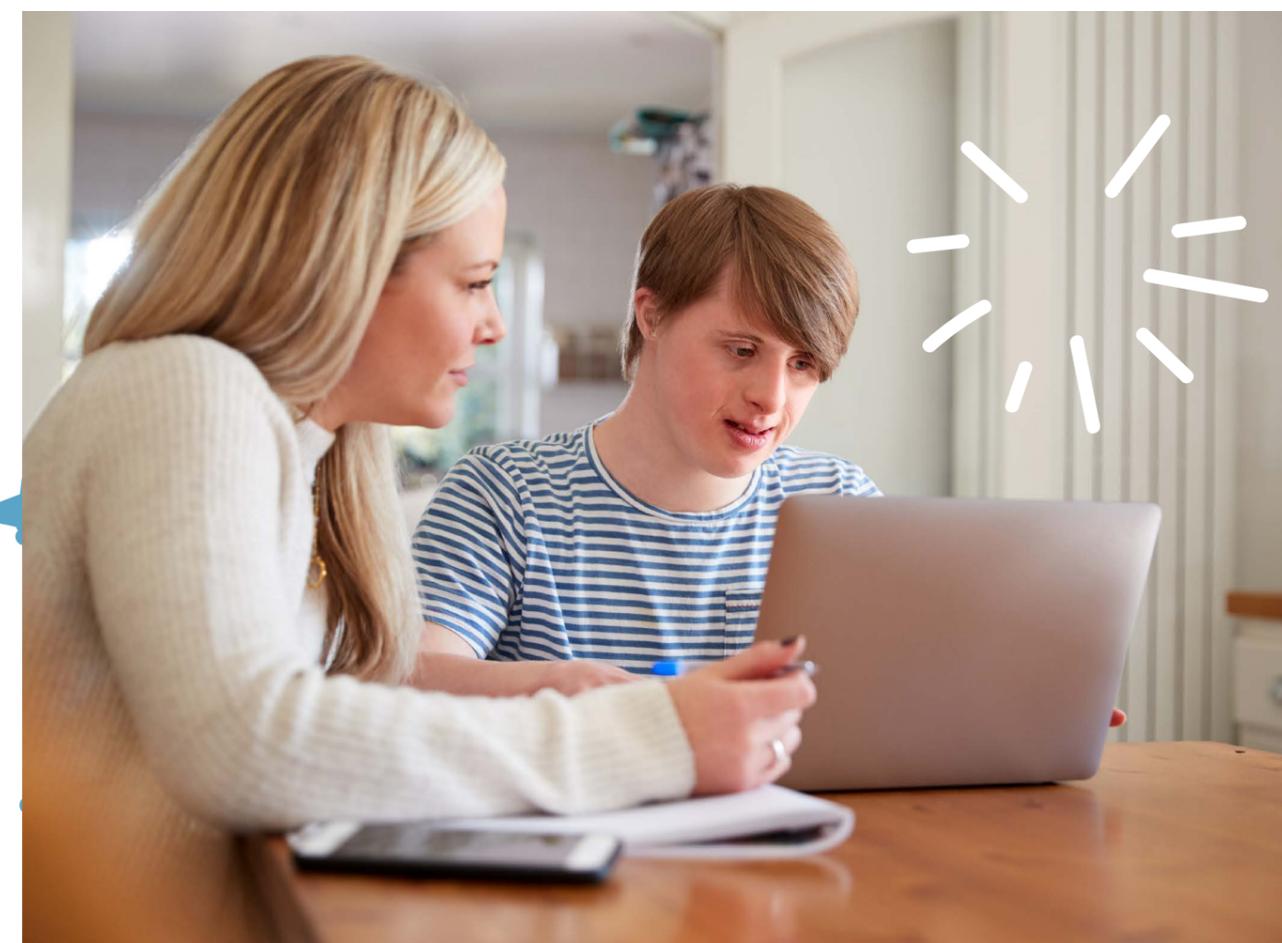
<https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/>

If you are under mental health services (CAMHS), your transition into adult services differs dependant on your treatment. At 17 you will be assessed as to whether or not you see a professional in adult

mental health services. If you do not meet the criteria for adult mental health services, you will be discharged to your GP at 18.

If you have a long term condition which is supported by a hospital consultant or specialist team, you will have your care and treatment transferred to either your GP or to an adult physician with specialist knowledge of the long term condition. This will happen between ages 16 -18. If you need to be admitted to hospital, you will need to go onto an adult ward. A hospital passport can help by having all of your health needs, likes/dislikes, preferred communication methods etc. all together in one document. Visiting arrangements and guidelines for parents/carers staying with you will also be different. There may be a specialist nurse or a Learning Disability Nurse that can support you with this, as an adult ward will be very different to a children's ward.

[Kent CYMHS Transition](#)



Section 7

Transition Programme

As you go through transition you may still have an Education, Health and Care (EHC) Plan. Your Plan will support preparation for adulthood and anyone working with you should ensure they are updating their reports to reflect your hopes, dreams and aspirations.

Things to consider:

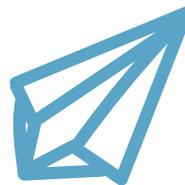
Plans, Reviews and Support

1. Consider how your reviews can be joined up i.e. annual reviews, children in need, children in care, personal education plans, pathway plans.
2. If you do not have an EHC Plan but do need additional support at any point in preparing for adulthood, consider using your provision planning process to help identify outcomes and support to meet your goals.

Professionals Timeline

When thinking about preparation for adulthood, conversations should start early and be proportionate to your needs. They should be person centred, forward focussed, and offer real life opportunities to experience the world of work, independence and friendships.

Below is a guide for Professionals which details what needs to happen each year to support you and your family to start planning to prepare for adulthood.



Age 12-13 years: School Year 8

Confirm consent sharing of information between agencies

Young person's participation and communication needs should be identified: Use health communication passport

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>Setting to convene the person-centred Annual Review meeting (AR) of EHC Plan.</p> <p>Setting to invite all relevant professionals to Annual Review meeting.</p> <p>Local Authority SEND Service receive and check Annual Review paperwork within 2 weeks of the date of the meeting.</p> <p>The Local Authority will decide within four weeks of the Annual Review meeting whether or not to make changes (amendments) to the EHC Plan that have been requested.</p> <p>If the Local Authority decides to amend the EHC Plan an Amended Final EHC Plan will be issued within 12 weeks of the Annual Review meeting.</p> <p>SEND Service to conduct EHC Plan review for electively home educated children/young people.</p>	<p>Schools discuss and explain the transition process to pupils and identify those pupils who may need a person-centred transition plan.</p> <p>Careers Advice and Guidance: ALL pupils must be provided with independent careers guidance from years 8-13.</p> <p>Pupil's participation and communication needs should be identified.</p> <p>If SEND Support: Setting to update provision plan.</p>	<p>School should start talking about the skills needed for independence in the future.</p>	<p>Work to build friendship circles, and skills to develop and maintain friendships.</p> <p>Explore opportunities for activities in the community linked to interests or hobbies.</p>	<p>Identify pupils with complex health needs.</p> <p>Health needs continue to be updated and reviewed.</p> <p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>Is Health/Social Care input required? Discussion of need/provision identified.</p>

Age 13-14 years: School Year 9

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Discussions and Planning must start in Year 9. Decisions for Post 16 must be finalised with onward route named by 31st March in the calendar year of the transfer (year 11)

It is good practice for the Transition reviews (AR) to be integrated with other statutory reviews (CIN, CIC or EHCP)

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>Setting to invite all relevant professionals to the EHC Plan Transition Annual Review Meeting.</p> <p>Pupil's hopes, dreams and aspirations captured to inform outcomes in the EHC Plan.</p> <p>Setting to hold the person-centred EHC Plan Annual Review.</p> <p>If a pupil is open to Social Care, joint planning must take place to identify a clear pathway from education to other services.</p> <p>The Local Authority should identify any Children Missing Education and identify any pupils/young people who are struggling to access education.</p> <p>To conduct EHC Plan review for electively home educated children/young people.</p>	<p>School to use Vocational Profiles to support a broader understanding of the pupil's aspirations. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.</p> <p>Independent Careers Advice and Guidance must be provided.</p> <p>Pupils should be supported to visit Colleges and other providers of education and/or training.</p> <p>Begin to think about planning work experience opportunity in Year 10.</p>	<p>School should start talking about the skills needed for independence in the future.</p> <p>Ensure pupil and parent/carer knows how to access information about range of potential housing options for the future.</p> <p>Curriculum will provide opportunities to build on skills for independence, and foster and explore ideas about where pupils may live in the future.</p>	<p>Identify pupil's friendship group, closest friend(s) and other key people in their network.</p> <p>Support pupils to develop friendships – identify how the curriculum can help.</p> <p>Identify any out of school activities the pupil does or would like to access.</p>	<p>For pupils with a chronic medical condition, Ready Steady Go transition protocol should be initiated by Health.</p> <p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>It is good practice for the Transition Reviews (AR) to be integrated with other statutory reviews (CIN, CIC or EHCP).</p> <p>Health invited to Annual Review Meeting. Stress importance of education providers to invite professionals.</p> <p>Pupil/carer to book Annual Health Check (if eligible).</p> <p>Begin/continue to engage with mainstream services including GP.</p> <p>Identify named health worker.</p> <p>Pupil should be encouraged to start keeping a Personal Health Record.</p> <p>Consider transition planning for pupils with Continuing Health Care funding by Health.</p>

Age 14-15 years: School Year 10

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>As above plus:</p> <p>From the Year 10 review and contact with parents and pupils the Local Authority SEND Service review pupil's and parental preferences for post 16 and update EHC Plan. SEND Service to chase any unknown preferences.</p> <p>Local Authority SEND Service email all schools to chase any outstanding AR paperwork and remind school that post-16 provision must be discussed and identified in the review.</p> <p>SEND Service discuss with pupils and their parents/carers phased transfer process.</p> <p>SEND Service Consult appropriate providers.</p> <p>SEND Service Should identify any pupils who are at risk of becoming NEET (not in Education, Employment or Training) and refer for additional support.</p> <p>SEND Service to attend any transition events arranged by schools.</p> <p>SEND Service to conduct EHC review for electively home educated children/ young people.</p>	<p>Agree how the pupil will access information about supported employment, apprenticeships etc. (Local Offer).</p> <p>Setting to ensure the pupil has access to Careers Information, Advice and Guidance to support good decision making.</p> <p>Pupil, family and school work together to identify who will support pupil to access work experience or part time ('Saturday') work.</p> <p>Use and update the Vocational profiles.</p> <p>Start to explore the grades needed for college and/or university.</p>	<p>School to support families to access information about potential housing options for the future (Local Offer).</p> <p>Identify how the curriculum will provide opportunities to build on skills for independence foster and explore ideas about where pupils may live in the future.</p>	<p>Identify any time the pupil spends time away from home/family.</p> <p>If pupils are likely to need Short Break (respite) services beyond 18, professionals should support the family to think about transition to adult services at 17.5 yrs.</p> <p>Discuss future needs formally in Child in Need Meetings if the pupil is open to Social Care.</p>	<p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>Pupil/carer to book Annual Health Check (if eligible).</p> <p>Identify named health worker (if not already identified).</p> <p>Pupil/carer to keep Personal Health Record updated.</p> <p>Discuss Personal Health Budgets.</p> <p>Check pupil and family are clear about the plan.</p> <p>Ensure pupil's GP has been informed.</p> <p>Ensure Practice Nurse and Community Nurse share appropriate information.</p> <p>Consider transition planning for pupils with CHC funding.</p>

Age 15-16 years: School Year 11

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>As per year 9 Process for EHC Plan Annual review.</p> <p>For pupils moving from secondary school to a post-16 education provider or apprenticeship, the review and any amendments to the EHC Plan – including specifying the post-16 provision and naming the education provider – must be completed by 31st March in the calendar year of the phased transfer to post-16 provision:</p> <p>SEND Service continue to consult appropriate post-16 provision or have discussions regarding the ceasing of EHC Plan.</p> <p>SEND Service discuss consultation responses with pupils and their parents/carers.</p> <p>Final plan naming onward destination must be issued by 31st March.</p> <p>If ceasing the EHC Plan, Proposal to Cease and final Cease letter issued by 31st March. (Ceasing an EHC Plan should not happen unless the pupil's SEN no longer requires provision in accordance with an EHC or they enter employment.)</p> <p>SEND Service to conduct EHC review for electively home educated children/young people.</p>	<p>Remind school to identify onward destination.</p> <p>Ensure the pupil has had access to Careers Information, Advice and Guidance to support good decision making.</p> <p>School to support information sharing and visits to be arranged with onward provider to support good transition.</p> <p>Where pupils have not met the entry criteria for their course or post-16 provider, the School need to inform the SEND Service Area Team as soon as possible so that the SEND Service can support with the next steps.</p> <p>Discuss the post-16 bursary with young person where relevant.</p>	<p>If open to Disabled Children's Team, responsibility of Social Care changes to the Disabled Young People's Team within the Lifespan Pathway.</p> <p>Ensure all professionals are aware of the new Social Worker's details.</p> <p>The pupils with an existing Child and Family Assessment will have their Pathway Plan 1 (Needs Assessment) completed.</p> <p>The pupils with an existing Child's Plan will have their Pathway Plan 2 (Care and Support Plan) completed.</p> <p>How does the pupil get about (do they travel to school, or anywhere else, on their own)?</p> <p>Explain about KCC's Independent Travel Training Programme and post-16 transport application process.</p> <p>For pupils who are not open to Social Care, consider if a referral is necessary and where appropriate refer to Front Door.</p> <p>Referral to Social Care at 17.5 years if adult Social Care required.</p>	<p>Check if pupil is open to Social Services or Early Help; where appropriate, refer to Front Door.</p> <p>If pupil is likely to need Short Break (respite) services beyond 18, think about referral to Social Care at 17.5 yrs.</p> <p>Discuss with the pupil any social activities they are involved in and whether they would like to be supported to do more.</p>	<p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>Pupil/carers to book Annual Health Check (if eligible).</p> <p>Named health worker to ensure the health transition plan has been reviewed and is being implemented.</p> <p>Pupil should be encouraged to keep Personal Health Record updated.</p> <p>Transition planning for young person with CHC funding.</p> <p>If pupil is educated out of area, health worker to start planning access to Kent health services on their return.</p>

Age 16-17 years: School Year 12

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

From 16 the Mental Capacity Act (2005) applies. Professionals must seek consent from young person if parents/carers views can be included in any plans.

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>Setting to invite all relevant professionals to EHC Plan Annual Review.</p> <p>Check pupil is staying for 2-year 6th Form. If not, consult with pupil for change of onward route. EHC Plan Annual Review must indicate where the pupil wishes to go after 6th Form.</p>	<p>Job applications, work experience, or further study are planned as required by pupils.</p> <p>Pupils and parents start to consider all post 18/19 options.</p> <p>Ensure Vocational Profiles continue to be updated .</p> <p>Support the pupil to access more time in an employment setting/ increased work experience to develop skills.</p>	<p>Pupil will receive an annual update of their Pathway Plan Part 1.</p> <p>Pupil will receive a six-monthly Pathway Review and update of their Pathway Plan 2.</p> <p>Every effort should be made to join one of the Pathway Reviews with the pupil's EHC Annual Review.</p> <p>Pupils designated as Children in Care and those subject to a Child Protection Plan will be visited and reviewed in line with statutory guidance.</p> <p>For pupils who are not open to Social Care, consider if a referral is necessary and where appropriate refer to Front Door.</p> <p>Referral to Social Care at 17.5 years if adult Social Care required.</p>	<p>Talk about the pupil's social group, making sure they can remain in touch with friends and plan social activities.</p> <p>Can the pupil travel/get out when they choose, either on their own, with friends or with activities in the community.</p>	<p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>Pupil/carer to book Annual Health Check (if eligible).</p> <p>What is the best way to communicate with the pupil e.g. does the pupil have a Communication Passport?</p> <p>Transition planning for pupil with Continuing Health Care (CHC) funding.</p> <p>If pupil is educated out of area, health worker to start planning access to Kent health services on their return.</p>

Age 17-19 years: School Year 13-14

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

From 16 the Mental Capacity Act (2005) applies. Professionals must seek consent from young person if parents/carers views can be included in any plans.

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>EHC Plan Annual Review to be conducted:</p> <p>For school setting: as previous years (also update EHC Plan).</p> <p>For college setting: by college staff (facilitate update of EHC Plan).</p> <p>For training programme or supported apprenticeship/traineeship: by Provider.</p> <p>Annual Review must indicate clear pathway to adulthood and expected end date for education.</p> <p>Where appropriate joint planning with social care must take place to provide options for pupils moving on.</p> <p>Final plan naming onward destination must be issued by 31st March.</p>	<p>Ensure Vocational profiles continue to be updated.</p> <p>Job applications, work experience, or further study are planned as required by pupil.</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work-based learning, work-related learning at college, paid work, self-employment, higher education.</p>	<p>Pupils will receive an annual update of their Pathway Plan Part 1, up to the age of 18. Thereafter, if there is a change in need.</p> <p>They say different things.</p> <p>Pupil will receive a six-monthly Pathway Review up to the age of 18, thereafter it will be completed annually.</p> <p>Every effort should be made to join one of the Pathway Reviews with the pupil's EHC Plan Annual Review.</p> <p>Pupils designated as Care Leavers will be visited and reviewed in line with statutory guidance.</p> <p>If a pupil has been assessed as eligible for Adult Continuing Health Care Services, then from 18 the Clinical Commissioning Group will lead for Social Care and Health Needs.</p> <p>From 18 years, services received by the pupil may be chargeable - refer to Section 4.</p> <p>A minimum of 3 months before their 18th birthday, pupil and/or their financial appointee will receive information on KCC's Charging Policy.</p> <p>Transfer to Autism Team or OPPD.</p>	<p>Talk with the pupil about their social group, making sure they can remain in touch with friends and make arrangements for socialising.</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life? If so, work with local services to support meeting this need.</p>	<p>If appropriate, use 'Ready Steady Go' transition protocol.</p> <p>Pupil/carer to book Annual Health Check (if eligible).</p> <p>What is the best way to communicate with the pupil e.g. does the pupil have a Communication Passport?</p> <p>Transfer for those with CHC funding.</p> <p>If under young person's mental health service, a criteria assessment for adult mental health services will take place.</p> <p>If adult mental health services criteria is met, transition planning will commence (unless currently under treatment).</p> <p>Pupils who meet criteria for adult mental health services who were under treatment with young person's mental health services when turning 18 will complete transfer to adult services when 19.</p> <p>If pupil is educated out of area, health worker to plan access to Kent health services on their return.</p>

Age 19-25 years: School Year 15+

Confirm consent sharing of information between agencies

Look at the Local Offer Website: <https://www.kent.gov.uk/education-and-children/special-educational-needs#local-offer>

From 16 the Mental Capacity Act (2005) applies. Professionals must seek consent from young person if parents/carers views can be included in any plans.

Education EHC Plan process	Education, Employment & Aspirations	Independent Living	Friends, Relationships & Community	Good Health
<p>EHC Plan may continue, if agreed it is appropriate, when pupil is accessing: Further Education, training programme, apprenticeship, traineeship, residential specialist college or other relevant learning.</p> <p>If the pupil continues in learning, Annual Reviews should continue to take place and options explored.</p>	<p>Ensure Vocational Profiles continue to be updated all the while the pupil accesses education.</p> <p>Job applications, work experience or further study are planned as required by pupil.</p> <p>Continue to explore all possible options including supported employment, apprenticeships, work-based learning, work-related learning at college, paid work, self-employment, higher education.</p> <p>Pupil and parents decide and share plans for post-18/19 with school/Local Authority.</p>	<p>Pupils will have an annual Pathway Review. This should be linked with EHC Plan Annual Review where possible.</p> <p>Pupils designated as Care Leavers will be visited and reviewed in line with statutory guidance.</p> <p>On their 26th birthday, young people open to the Disabled Young People's Team will transfer to the Adult Learning Disability Team within the Lifespan Pathway, following a planned transfer between Teams.</p>	<p>Talk with the pupil about their social group, making sure they can remain in touch with friends and make arrangements for socialising.</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life? If so work with local services to support meeting this need.</p>	<p>Pupil will now be accessing adult services for all health needs.</p> <p>Any new health needs should be raised with the GP or existing health services.</p>

Section 8 Becoming an Adult

A workbook has been designed by young people to help you think about your future and prepare for your annual reviews. You can work through this on your own, with school or college staff or your family to make sure that you have an opportunity to explore and share what is important to you as you think about becoming an adult.

What can I do to prepare for transition?

- It is never too early to start planning for life after school
- Generating ideas for life will help you plan to reach your goals
- Take time to visit local colleges to find out how providers can support you to achieve your goals and good life outcomes
- Discuss any concerns you have with the school or other trusted adults
- Work together to make sure the right support and services are available

Creating a transition plan

If you have an EHC Plan, planning for the future starts at age 13/14 (Year 9). The initial meeting starts to update the EHC Plan with outcomes towards your adulthood. The annual review will be a place to gather all the important information about you and record your parents/carers views. It is this document that will be updated annually from Year 9 to provide time to think and plan for future options.

You may have questions or concerns surrounding several topics, such as:

- Leaving school or starting college
- Finding a job
- Benefits and money
- Where young people live or have short breaks
- Keeping healthy and safe
- Paying for care and support

To ensure you get the most out of the transition planning meeting it is important to think about the



things you like and your hopes for the future before the meeting. If you need more support to do this, it may be helpful to ask others who know you well what they think. Planning the future should focus on your strengths, what is important to you, now and in the future, giving you choice and control to realise your goals and aspirations, access to opportunities and the support you will need to achieve your future hopes and dreams.

Preparing for Adulthood has refreshed a suite of [person-centred planning materials](#), which can be used to support thinking about the future.

The tools cover:

[Coping Strategies](#)

[Planning My Future Life](#)

[Additional Helpful Tools: Planning My Future Life](#)

[Vocational Profile](#)

Before using these materials, please read the introduction as well as the guidance provided with each tool.

Section 9 Who can help me to prepare for my transition?

Some services that you might be interested in

Advocacy - someone to speak up for you

Advocacy is about helping you to speak up and take part in decisions which affect your life. It involves making sure that your rights are respected, and your views and wishes are heard and acted upon by decision-makers. If you find it difficult to speak up for yourself, we can help you find an advocate to support you.

Advocates are professionally trained, fair and impartial, and their service is completely confidential and independent of the Local Authority.

Advocates support people to:

- develop the skills, confidence and knowledge you need to voice your concerns and make sure you are being treated right
- access information and services
- explore choices and options

To find local services see [KCC Local Offer](#).

Kent Advocacy, led by seAp, provides advocacy in Kent.

To find out more information and make a referral, visit the [Kent Advocacy website](#).

For health complaints regarding advocacy, you can call seAp at 0300 343 5714 or email kent@seap.org.uk.

Kent Advocacy are open Monday to Friday 10:00am – 5:00pm

Kent Pathways Service (KPS)

Kent Pathways is a service for young people (aged 16-25), adults with a Learning Disability (aged 26 plus), and adults who have health and social care needs. The service is delivered primarily in-house and forms part of the assessment process, is a preventative activity and is non-chargeable.

The service is designed to be implemented quickly and flexibly. It is an intensive, short-term, outcome-focused intervention that assists people to regain, maintain or develop daily living skills and the confidence to carry these out to the best of their ability. It supports people to maintain and develop their independence skills to continue living in their communities, promoting wellbeing, and improving quality of life. A skills observation can also be carried out as part of any assessment and planning for young person to move on to more independent living to help determine their care and support needs.

KPS support takes place within or outside the person's home. The support is undertaken over a maximum of 12 weeks. KPS Support Workers and individuals agree a programme of support, setting out the individual's goals and the pathway to achieving them.

Some tasks that KPS can support with are:

- Shopping
- Cooking
- Safety in the home and community
- College
- Housing
- Keeping well
- Budgeting and benefits
- Telecare



Information, Advice and Support Kent (IASK)

IASK supports young people age 25 or under who need extra help with learning and/or have a disability. Children, young people and their parents/carers can contact us for free, confidential information, advice and support.

We can provide information and advice about what the law says and what choices there are with education. We can explain what an Education, Health and Care (EHC) Plan is, how to request one and support young people to have the confidence to express their views at meetings; through an EHC Needs assessment; and at Annual Reviews of an EHC Plan.

Find out more about IASK at <https://www.iask.org.uk/>; telephone: 03000 41 3000 or email: iask@kent.gov.uk

Supported Employment – how it helps young people

If you are looking to get a job, Kent Supported Employment (KSE) can help you. We offer one to one support to you to help you find an apprenticeship, work placement experience and/or paid work. Work will help you to lead a more fulfilling independent life; not only will you be able to earn your own money, you will also meet new friends along the way. We support you by providing you with an Employment Support Officer, who will spend lots of time getting to know you, understand your skills and passions and help you explore the job options that are available in your area and that you are interested in. We will support you with interview skills, CV writing and train you to travel to the workplace if needed.

KSE also support your new workplace to help you feel settled in your job and surroundings. Your Employment Support Officer will continue to support you once you have started your job until you are able to work by yourself. Anytime you need our support you can call your Employment Support Officer who will be on hand to help you, this could be in your job, or if you would like to find a new job.

Employment

- [Maisie's Journey to Employment with KSE](#)
- [Kyle's Journey to Employment with KSE](#)
- [Gaby's Journey to Employment with KSE](#)
- [Alex's Journey to Employment with KSE](#)

CASE STUDY

Day Services to Paid work

John lives at home with his mum and auntie who, like him, have a learning disability. John attended Special School and then started Further Education College. When approaching the end of his college life John was very worried and anxious about attending a day service and it took a lot of support from his social worker to encourage him to try something new.

Since starting day services, which he attends twice a week, John has been able to gain work-based skills and build on his social skills. He has made new friends and gets to enjoy spending his time on a farm accessing fun activities, such as animal husbandry with friendly livestock, small animals, poultry as well as cooking and crafts.

As his confidence has grown and through discussions about John's aspirations, employment options were considered. John accepted a referral to Kent Pathways Service, where he was supported to begin voluntary work in a café. John loves his voluntary work, and the staff there have praised him saying that he works hard and is very popular. Due to his hard work, he now works at the café on a Friday as a paid employee.

Section 10 Appendices

Care Act Criteria

[Eligibility criteria](#) for adults with care and support needs under the Care Act 2014

Adult Services Assessment Criteria

Protocol Eligibility for Adult Social Care

Eligibility for Adult Social Care is primarily defined by Care Act 2014, taking into consideration the Local Authorities Corporate Parenting responsibilities for Looked After Children transitioning to Adulthood. In some circumstances a young person may be subject to s117 after care provisions of the Mental Health Act 1982 (Amended 2007), where the NHS and the Local Authority have to meet post hospital care and support needs – the Local Authority social care needs are primarily defined by the Care Act. Adult social care assessments will focus on the strengths of the young person to enable them, to promote their independence and to consider the least restrictive options that will meet care and support needs.

Adult Social Care is split into four geographical areas:

- Thanet & South Kent Coast
- Canterbury & Ashford
- Dartford, Gravesham & Swale
- West Kent

Adult Social Care's Front Door provides helpful information, advice and guidance about adult social care.

Our goal is to support you in living as independently as possible. We use different approaches including therapy, enablement, technology and creative solutions to help you transition smoothly into adulthood.

When you get in touch, we'll have a conversation to understand your strengths and needs. If you have eligible needs under the Care Act, we'll assess them carefully and, if required, connect you with the right team for further support.

Assessments will be holistic in nature. This could mean signposting to services not provided by the Local Authority, referral to third sector services or advice and guidance on how to access service provided by the NHS. If a young person is assessed as lacking capacity to make a specific decision, then Best Interest Meetings will be held as per the Mental Capacity Act.

For example, if a young person requires psychological support it may mean signposting to their GP to access primary care counselling services or secondary care psychological services. In some circumstances it could be signposting to specialist counselling services provided by charitable organisations, for example bereavement counselling.

For Adult Social Care to properly assess the needs of a young person transitioning to adulthood, referrals should be made six months before they reach their eighteenth birthday. This may not always be possible because of circumstances, but the more time a young person (and their families) has to explore next steps can only lead to better outcomes.

[Your guide to Adult Social Care in Kent](#)

Benefits: Useful Links

[Disability Rights UK – Factsheets and Guides](#)

[GOV.UK – Browse: Benefits](#)

[CONTACT – Benefits](#)

[Live well Kent](#)

Additional Support & Information Links

[Mental Capacity Act](#)

[Deprivation of Liberty Safeguards \(DoLS\)](#)

[Liberty Protection Safeguards \(LPS\)](#)

[Power of Attorney](#)

[Deputyship](#)

Escalation Process

If you are unhappy with the Service you have received from the Social Care, Education or Health Professional allocated to you please raise this with the staff member in the first instance. If it is not possible to resolve the situation you can ask to speak to the staff members supervisor to talk through your concerns in order to reach a resolution.

KCC Complaints Process

If you are unable to resolve a situation of concern with Social Care, Education or Health Professional allocated to you or your child/young person, you can make a complaint to the appropriate Service, please see the links below.

[KCC: Complaints Leaflet.pdf](#)

NHS Complaints Process

The complaints processes for the NHS services in Kent are relatively similar. First of all, you need to establish the provider of the service that you wish to complain about. The complaints processes for the NHS providers in Kent & Medway are:

KCHFT - Patient Advice and Liaison Service (PALS)

Tel: 0300 123 1807

Email: kentchft.PALS@nhs.net

Write: Patient Advice and Liaison Service (PALS), Concept Court, Unit J, Shearway Road, Folkestone, Kent CT19 4RG

Alternately, you can use this link <https://www.kentcht.nhs.uk/service/patient-advice-and-liaison-service/> and complete an online form.

EKHUFT - Patient Advice and Liaison Service (PALS)

Tel: 01227 783145

Email: ekh-tr.pals@nhs.net

Write: PALS, First Floor, Trust Offices, Kent and Canterbury Hospital, Ethelbert Road, Canterbury, Kent CT1 3NG

Alternatively, you can use this link <https://www.ekhufft.nhs.uk/patients-and-visitors/information-for-patients/pals/> and complete an online form.

Kent & Medway Partnership Trust - Patient Advice and Liaison Service (PALS)**West**

Tel: 0800 587 6757

Write: PALS and Complaints team (West Kent), Priority House, Hermitage Lane, Maidstone, Kent ME16 9PH

Online form: <https://www.kmpt.nhs.uk/get-involved/feedback/compliments-and-complaints/>

East

Tel: 0800 783 9972

Write: PALS and Complaints team (East Kent), Eastern & Coastal Area Office, Littlebourne Road, Canterbury, Kent CT1 1AZ

Online form: <https://www.kmpt.nhs.uk/get-involved/feedback/compliments-and-complaints/>

MCH – Customer Experience Team

Tel: 0300 123 3444 (ask to speak to customer experience team)

Email: MEDCH.customercare@nhs.net

Write: Customer Experience Team, Medway Community Healthcare, MCH House, Bailey Drive, Gillingham, Kent ME8 0PZ

Website: <https://www.medwaycommunityhealthcare.nhs.uk/contact-us/tell-us>

Medway Foundation Trust

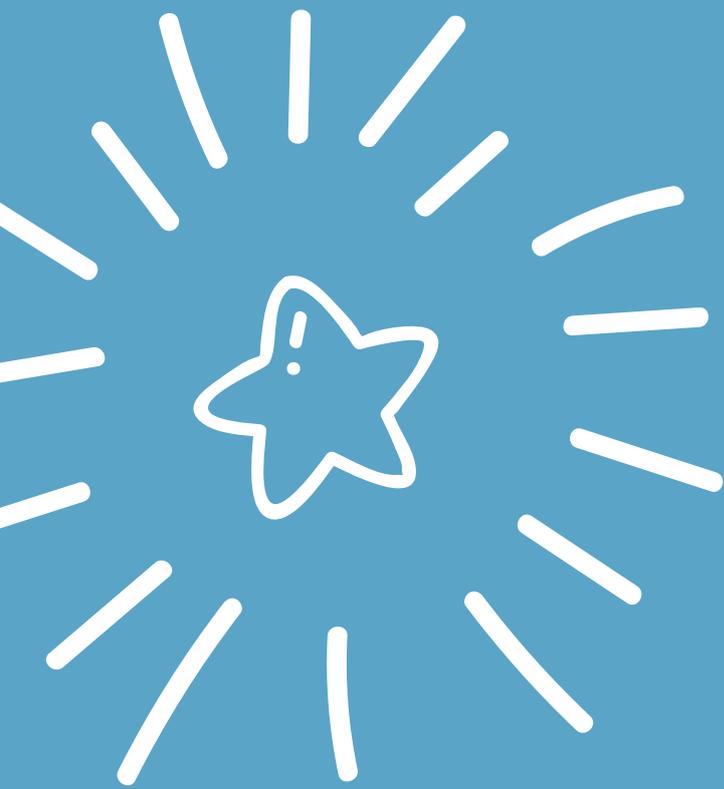
Tel: 01634 825216

Email: medwayft.complaints@nhs.net

Write: Complaints Department, Medway Maritime Hospital, Windmill Road, Gillingham, Kent ME7 5NY

Website: <https://www.medway.nhs.uk/patients-and-public/complaints/making-a-complaint.htm>





Preparing for Adulthood Protocol

KCC SEN, Lifespan Pathway 0-25 Disabled
Children & Disabled Young People's Service
and Kent & Medway CCG

In collaboration with Broomhill Bank School,
IASK & PACT

kent.gov.uk