



# Preparation for Adulthood

Pathways for children and young people with SEND in Derby

**LIVING MY  
BEST LIFE**



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# Introduction

Derby City Council has statutory responsibilities in relation to children and young people with special educational needs and disabilities (SEND). These responsibilities include a duty to ensure there is suitable education and training provision to meet individual needs, promoting access to employment, and supporting young people to be visible, valued, and active members of their communities. This duty applies to all young people with SEND up to the age of 25.

Children can present with additional needs or delays in learning for a range

of reasons. They may be impacted by socio-economic deprivation; have adverse childhood experiences that are potentially traumatic; they may have recently arrived in the country and experience displacement; or they may have English as a second language. These factors should be explored alongside identifying if a child has Special Educational Needs.

The development of Derby's Post-16 Pathway sits within the Local Area Inclusion Plan – our overarching strategy for improving inclusion, opportunity, and outcomes for children and young people.





# Vision

We are an inclusive and ambitious city, providing the right support at the right time so that every child and young person can live their best life.

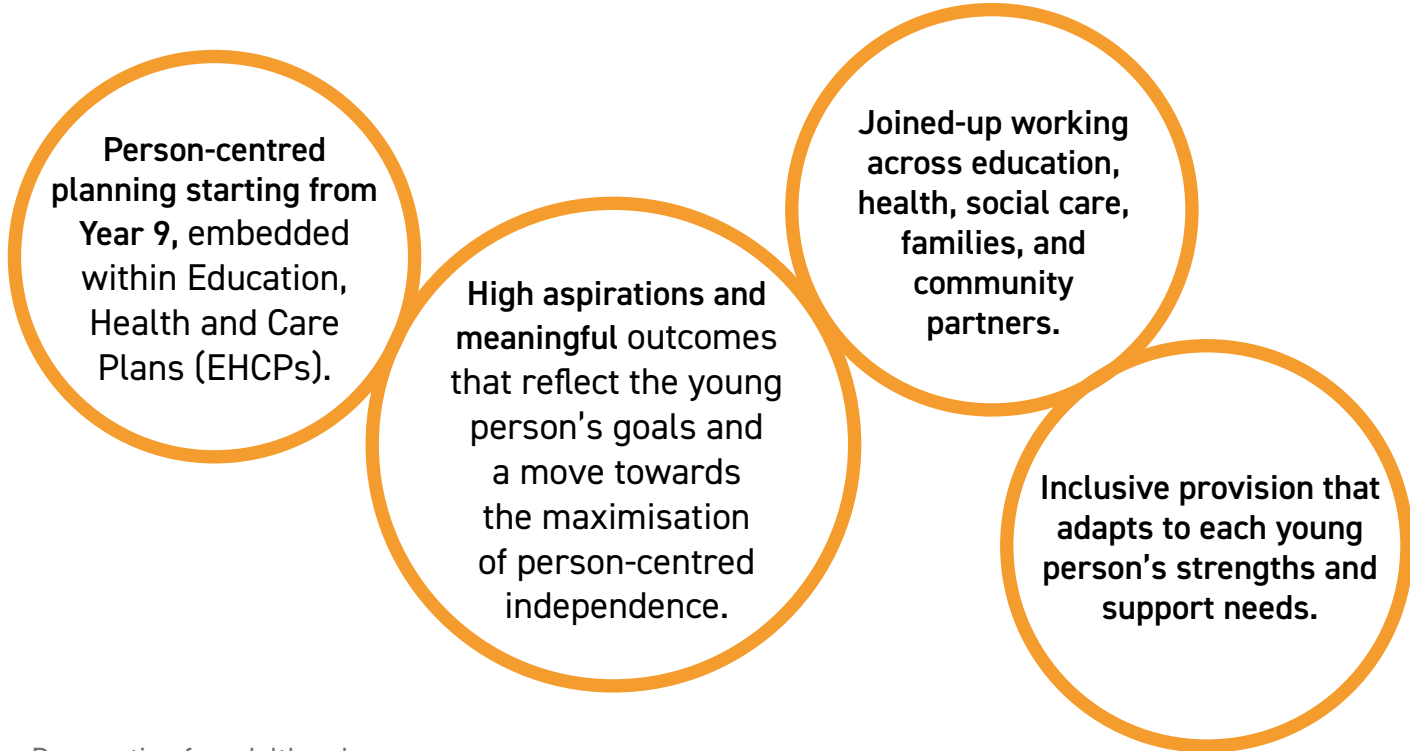
# Aim

The pathway supports the plan's ambition to ensure smooth, effective transitions and a clear route into adulthood, tailored to each young person's aspirations, strengths, and support needs across the four Planning for Adulthood (PfA) outcomes.

This is so that young people in Derby are prepared to engage in meaningful post-19 destinations – including higher education and employment – to live independently, and be actively engaged in their communities.

# Key principles

To achieve effective preparation for adulthood, we shall adopt the following principles:



# Preparing for adulthood

The move from being a child to becoming an adult is a significant change in the lives of all young people as they prepare to gain increased independence and make plans for their future.

For families who have a child with special educational needs or disabilities (SEND) it can also be a particularly anxious and challenging time, which needs more careful preparation and planning than for other young people of a similar age.

If you are one of these parents/carers, you will have to start thinking about your child's aspirations for the future and get to know

new systems of support as your family moves from services which have focused on children, to those designed for adults.

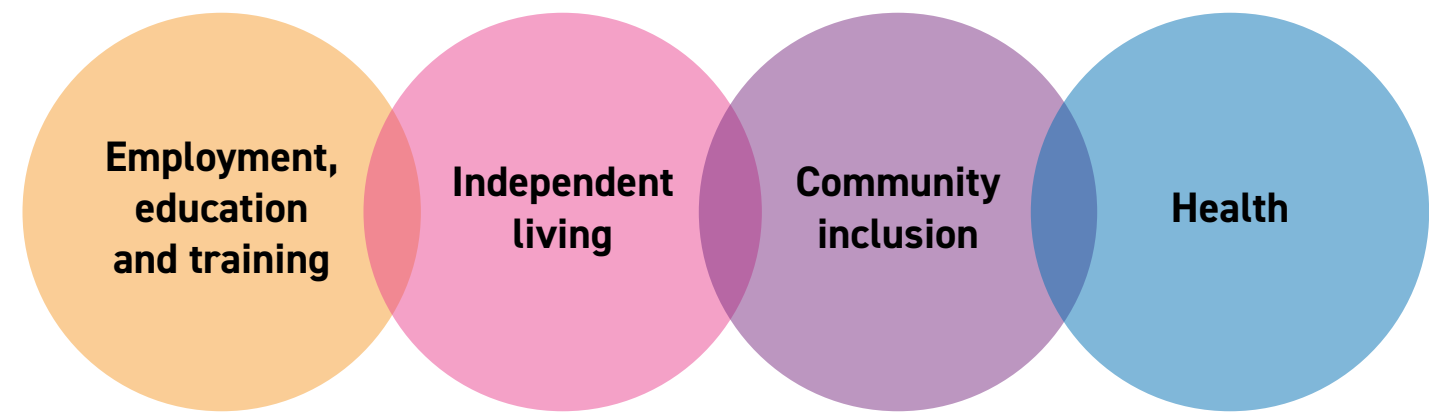
This guide is for parents/carers of children and young people aged 0 to 25 who have an education, health and care (EHC) plan and those without a plan who receive additional SEND support in school. It explains the different things you will need to consider as your child prepares to move into their teenage years and what services should be doing to help them achieve and succeed in education, training and employment.





# What does preparing for adulthood mean and when does it start?

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



It is advisable that these PfA outcomes start to be discussed when the child starts at their school or education setting. Thereby their future is at the centre of all planning.

However, these themes become more focused during transition and in particular from Key Stage 3 to Key Stage 4, in Year 9 (13 or 14 years old), along with the annual review of a young person's EHC plan, if they have one. It may also be referred to as the transition review, as it should focus on starting to prepare the young person for adulthood.

- As part of this process some young people from age 18 may require a needs assessment under the Care Act 2014 from Adult Social Care. More details on this process can be found here: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/becoming-an-adult-and-preparing-for-the-future/health-and-social-care-for-young-people-with-send/#page-1>



The Act places a legal duty for an adult's 'eligible needs' to be met by the local authority, subject to their financial circumstances, which will be assessed. A Mental Capacity Assessment is undertaken if there is reasonable belief that a young person lacks capacity to make decisions for themselves.

Referrals for initial screening from an Adult Social Care professional is requested from age 15 years and 9 months, in line with Pathway Planning before assessment (including a financial assessment) when children turn 17. A young person will continue to receive support from Children and Young People's Services and/or SEND whilst they are assessed and professionals from Adult and Children's Social Care work closely together to ensure support is based on a thorough understanding of a young person's needs.

If children have an Education, Health and Care (EHC) Plan the assessment can be requested as part of an annual review. All reviews, meetings/plans and decisions, whether they are to do with transition or not, should be person-centred and have your son or daughter at their heart. Hopefully discussions about developing their independence, making friends and feeling positive about being in their local community are things that have been talked about from the earliest stage with family, and staff from education settings and other agencies.

Areas that can be discussed at an assessment and/or review meetings can include:

- Support to help the young person develop a lifestyle that is based on their hobbies, leisure activities, access to community facilities, meeting friends and having fun.
- Help in understanding any welfare benefits that might be available when in work.
- Preparation for independent living, including where the child or young person wants to live in the future, who they want to live with and what support they may need.
- Information about personal budgets and direct payments.
- Local housing options, including housing benefits and social care support.
- Support to help the young person participate in society, including activities, having friends, maintaining relationships and being a part of, and contributing to, the local community and voluntary opportunities.

- Information about lifestyle choices based on the young person's interests and personal requests.
- Travel advice to enable young people to get around independently.
- Advice about continuing health care services so that young people understand which professionals may be supporting them in adulthood. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities.

To access further resources and tools for person-centred planning and preparing for adulthood please go to:  
<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/becoming-an-adult-and-preparing-for-the-future/health-and-social-care-for-young-people-with-send/>







# Helping young people move towards adult life

From Year 9 the key questions should be:

## Age 13-14

- What do I want to do in the future?
- During Year 9 at school: I need to think about my goals for the future and what I need to achieve them.
- Who will be able to help?
- Which services need to be involved?
- Who needs to attend review meetings or send reports?
- I may need a continuing health care assessment.
- Reviews: those involved will use person-centred tools such as a one-page profile.

## Age 15

For my next review I need to plan who I want to attend or to send a report and how I want to make my views known:

- What is working?
- Have my goals changed?
- What needs to happen?
- Who needs to help?
- Which providers do I need to visit?
- Do I need a benefits check?
- Have I had my annual health assessment?

## Age 16

This could be my final year at school. I will have new rights at the end of year 11: I can make some decisions.

- What job do I want?
- What skills do I need?
- How can I be independent?
- Do I want to stay at school or go to college?
- What support will I have when I am an adult?

## Age 17

At my next review, update actions and consider if there has been a change of circumstances which will initiate a review of any support that is being provided. The Care Act Assessment will have been initiated.

## Age 17.5

- Care Act Assessment has been completed.
- Has a continuing health care assessment been done?
- Are my benefits in the right name?
- Will I have a personal budget; who will help me with this?
- What further learning do I need?
- Where do I go for signposting and support?

## Age 18-19

At 18 I am an adult.

- I can choose a higher education or an employment pathway.
- I should check benefits for my entitlements.
- I can use community services to build relationships.

## Age 19-25

I want to be able to say:

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



# Early years to primary: 0-11 years

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

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



## Preparing for adulthood (PfA) outcomes

Early years: 0-4 years	Reception-Y2: 5-7 years (Key Stage 1)	Primary Y3-Y6 : 6-11 years (Key Stage 2)
<b>Employment, education and training</b>		
<ul style="list-style-type: none"> <li>Following instructions – consider any specifics around sensory impairment.</li> <li>Adapting to new environments.</li> <li>Playing with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy.</li> <li>Real world visits.</li> <li>What do you want to be when you grow up?</li> <li>Meeting new role models.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about different careers and education options – look at what the child wants and aspires to.</li> <li>Build into literacy and Personal, Health and Social Education (PSHE) curriculum.</li> <li>Start to build a personal profile of interests and ambitions.</li> </ul>
<b>Independence</b>		
<ul style="list-style-type: none"> <li>Feeding and drinking.</li> <li>Toileting.</li> <li>Real world play (kitchens, DIY, cleaning).</li> <li>Getting dressed on own.</li> <li>Making choices.</li> <li>Promoting independence as appropriate and the ‘voice of the child’.</li> </ul>	<ul style="list-style-type: none"> <li>Washing/brushing teeth.</li> <li>Telling the time.</li> <li>Paying in shops and using simple money (supervised).</li> </ul>	<ul style="list-style-type: none"> <li>Sleepovers and residential trips.</li> <li>Cooking at school and home – with parents and family/friends.</li> <li>Understanding money – paying for snacks in school.</li> <li>Shopping.</li> <li>Moving around the school independently.</li> <li>Travel training.</li> <li>Transport and road signs.</li> </ul>
<b>Community inclusion</b>		
<ul style="list-style-type: none"> <li>Making friends.</li> <li>Social interaction.</li> <li>Visits/day trips.</li> </ul>	<ul style="list-style-type: none"> <li>Team playing.</li> <li>After-school activities.</li> <li>Weekend activities.</li> <li>Developing friendships/ friendship groups.</li> </ul>	<ul style="list-style-type: none"> <li>After-school clubs.</li> <li>Learning to be safe on and offline.</li> <li>Knowing the local area.</li> <li>Walking short distances alone.</li> <li>Friendships.</li> <li>Understanding bullying.</li> <li>Managing change – what does this look like for the child?</li> </ul>
<b>Health</b>		
<ul style="list-style-type: none"> <li>Checks at birth (hearing etc).</li> <li>Developing a healthy diet.</li> <li>Ensuring that the two-year-old developmental check takes place.</li> <li>Ensuring immunisations are up-to-date.</li> <li>Visiting dentist for regular check ups.</li> </ul>	<ul style="list-style-type: none"> <li>Making sure that child obesity checks are in place where appropriate.</li> <li>Children making choices about their diet.</li> <li>Dentist school visit.</li> <li>Ensuring immunisations are up-to-date.</li> <li>Learning about the importance of physical exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Children managing their minor health needs e.g. asthma.</li> <li>Starting puberty immunisations.</li> <li>Ensuring obesity check is in place where appropriate.</li> <li>Children being able to articulate pain/ health problems.</li> <li>Support for children and their families around puberty.</li> <li>Good health embedded into the Year 5/6 curriculum.</li> </ul>

## Year 9: Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community
<ul style="list-style-type: none"> <li>Preparation for Adulthood (PfA) review co-ordinated by the education setting includes 'voice of the child'.</li> <li>EHC plan is reviewed and new outcomes written in line with the PfA areas.</li> <li>Review of support in the education setting for those with additional needs but no EHC plan.</li> <li>Family and young person find out about post-16 provision.</li> <li>Local authority SEND services to update EHC plan.</li> <li>Think about the need for personal budgets or direct payments to support the move into adulthood.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Education setting and the SENCO.</li> <li>Local authority SEND officer and SEND service.</li> <li>Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>Think about the young person's friendship group, closest friends and other key people in their education setting and local community – circle of support.</li> <li>Think about how these friendships can be kept and developed – using social media and the curriculum.</li> <li>Family has access to all the local community facilities and support services that they need.</li> <li>Think about any out of school activities the young person does or would like to access.</li> <li>Think about how the family can support building friendships.</li> <li>Identify and inform carers; consider carer assessment.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Education setting.</li> <li>Social care.</li> <li>Health.</li> <li>Parents/carers/young person.</li> </ul>

Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>Begin to plan how resources/ services will be accessed in adult life e.g. equipment, therapies, specialist support, accessing GPs, prescriptions, dentist, opticians.</li> <li>Ensure that the curriculum, young person and family are thinking about promoting good diet, exercise and sexual health.</li> <li>People with learning difficulties are entitled to an annual health check from age 14 – ask at GP surgery.</li> <li>Think about starting the Health Passport which brings all health needs together in one place.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Education setting.</li> <li>School nurse.</li> <li>GP.</li> <li>Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>Start talking about the skills needed for independence in the future.</li> <li>Work with the education setting to think about the curriculum opportunities that might be available to develop independent travel training, budget/money and domestic skills.</li> <li>Family and young person to think how they can develop these at home and during the holidays.</li> <li>Begin age-appropriate conversations about what "home" might look like in adulthood, including living with family, shared housing, supported living or independent tenancies.</li> <li>Explore ideas of where the young person may live and know how to access information about a range of potential housing.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Education setting/lead professional.</li> <li>Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>Start discussing with education setting their interests, favourite subjects/activities, emerging aspirations around work and lifestyle in the future.</li> <li>Agree with the young person who will help support them in developing a career profile and/ or vocational profile.</li> <li>Think about how the education setting can provide opportunities for work placements, work experience, volunteering and to meet others who have had similar opportunities.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Education setting</li> <li>16+ providers.</li> <li>Careers advisers.</li> <li>Parents/carers/young person.</li> </ul>

If the young person does not have an EHC plan but it is felt that they need additional support, please talk to the education setting and the SENCO in the first instance to identify needs and possible support strategies. Education settings do have funding within their budgets to help and support young people with lower-level SEND.



## Year 10: Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community
<ul style="list-style-type: none"> <li>• Year 10 annual review.</li> <li>• Think about the update of the PfA outcomes.</li> <li>• Review of the support in education setting for those with additional needs but no EHC plan.</li> <li>• Family and young person to visit post-16 options.</li> <li>• Young people to have experienced work placements/ vocational opportunities and to have talked to a careers specialist and to have the beginning of a plan in place.</li> <li>• If likely to have a change of environment post-16 e.g. move from school to college, consider what might be needed for a smooth transition.</li> <li>• Adult social care referral for transition to be considered – timeliness for assessment taken into consideration.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting to convene a meeting with representatives from transition staff.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about what is important to the young person in terms of friends/social life in the future and how this might be achieved.</li> <li>• Support the young person to talk about their aspirations and hopes and fears for their future.</li> <li>• How often is the young person going out or mixing with friends? Is this enough? Is more advice or support needed?</li> <li>• Is the family accessing any information, is there support that they may need?</li> <li>• Have the pathways been identified for the young person to engage in local community activities?</li> <li>• Are plans in place to keep the network of friends in touch through social media apps?</li> <li>• Has anyone considered a buddy scheme with other young people to accompany to social events?</li> <li>• Identify and inform carers; consider carer assessment.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>

Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>• Ensure health professionals i.e. practice nurse and community nurse share information.</li> <li>• The NHS Ready Steady Go protocol is in place where required.</li> <li>• Health plan is underway and there is input from parents and young people.</li> <li>• Annual health check via GP if eligible and GP surgery is participating in the scheme</li> <li>• Are there opportunities for the young person to purchase and cook healthy food options?</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• School nurse.</li> <li>• GP.</li> <li>• CAMHS.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure skills for travelling as independently as possible are being practised at home and at education setting.</li> <li>• Consideration is given to what young people might need for the future i.e. accessing college, the community and employment.</li> <li>• Public transport routes and shared travelling arrangements to be considered.</li> <li>• Ensure that young people and families are accessing information about potential housing and accommodation options.</li> <li>• If appropriate explore a range of housing models, including, living at home with support, shared lives, supported living or independent tenancies with outreach support.</li> <li>• Has the family been able to come together to discuss this as a group? Are there opportunities to develop innovative approaches to accommodation with social care and housing associations?</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/lead professional.</li> <li>• Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the pathways that I can follow? What is on offer? What do I like doing? What support do I need?</li> <li>• Identify job coaches to support young person into supported employment/apprenticeships.</li> <li>• Have clear employment/ volunteering pathways.</li> <li>• Update career plan and/or vocational profile.</li> <li>• Identify aims, goals and outcomes for the future i.e. learning opportunities, increased independence skills, meeting ongoing care and support needs.</li> <li>• Plan visits to taster sessions and invite post-16 providers to review meetings.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Careers advisers.</li> <li>• 16+ providers.</li> <li>• Parents/carers/young person.</li> </ul>

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



## Year 11: Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community
<ul style="list-style-type: none"> <li>• EHC plan reviewed and new outcomes recorded on PfA section.</li> <li>• Review of support in the education setting and in supported employment/training/volunteering so that transition to the next stage is smooth.</li> <li>• Ensure that the voice of the young person is heard around their hopes and aspirations for their future.</li> <li>• Young person decides on preferred post-16 option – this should have been undertaken and preparations underway prior to the annual review.</li> <li>• If moving on from the education setting, post-16 placement confirmed by 31 March if an EHC plan is in place.</li> <li>• Multi-agency panel involved if request is for a specialist placement at a college.</li> <li>• Plan move if going to new environment and any adaptations required.</li> <li>• Consider whether all appropriate professionals/organisations are involved, including advocacy. Identify and involve key adult professionals required.</li> <li>• Future education: think about practicality of distance, travel routes hours and days as well as motivation, interest and personal development.</li> <li>• Think about how the young person is going to spend their time if the education/training is only three days a week.</li> <li>• Consider if any siblings are young carers and should have a Carers Assessment.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting to convene a meeting with representatives from transition staff and multidisciplinary team.</li> <li>• Local authority SEND team.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about how to maintain the friendship groups after school ends – consider the use of social media.</li> <li>• Support the young person to plan how to keep in touch with others and vice versa.</li> <li>• Family needs to consider how they are going to develop confidence in allowing their son/daughter to engage in greater independent activities in the community without them.</li> <li>• Can/does the young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres, and youth clubs? Does the young person have any other ideas as to what they would like to do?</li> <li>• Is the family accessing all the information or support they may need?</li> <li>• Young people and families understand if they are eligible for short breaks post-16/18 and what is available.</li> <li>• Have you thought about personal budgets and direct payments?</li> <li>• If young person is educated out of area start thinking about accessing Derby services on their return.</li> <li>• Identify and inform carers; consider carer assessment.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Adult social care and the Children Specialist service.</li> <li>• Health lead.</li> <li>• Parents/carers/young person.</li> </ul>

Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>• Young person should be enabled to give their views and will be of a legal age to consent to medical treatment.</li> <li>• Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility.</li> <li>• Ensure young person/family knows how their health needs will be met.</li> <li>• 14+ Health Passport completed and GP contacted re: health check for those with learning difficulties.</li> <li>• Plan how services will be accessed in adult life in the development of their lifestyle i.e. equipment, therapies, specialist support, diet and exercise, sexual health, dentist, free prescriptions.</li> <li>• The involvement of the Ready Steady Go protocol is in place as appropriate.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• School nurse.</li> <li>• GP.</li> <li>• CAMHS.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the link between career plans and housing options to ensure young people consider where they might live when thinking about jobs/volunteering.</li> <li>• Ensure young person is travelling independently where possible at all times.</li> <li>• Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available.</li> <li>• Think about time spent away from home and how this could help to develop independence.</li> <li>• Family and young person has information about the range of housing options available.</li> <li>• Information about benefits to be fully understood – families to have support to understand this. First benefits to be arranged at 15.5 years. This is crucial to ensure that the family income is maximised.</li> <li>• Where appropriate, young person can use money/cards and transactions with/without support.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/lead professional.</li> <li>• LA to ensure that all the information is on the Local Offer and easily available.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Review work experience undertaken/plan further opportunities.</li> <li>• Continue discussions about future plans and explore a range of options.</li> <li>• Explore how any personal budget or direct payment might be used to support employment aspirations.</li> <li>• Explore any other funding that might be available to support young people to find and secure employment.</li> <li>• Ensure that care advice/careers service is fully involved and plans are in place and understood by the young person and their family.</li> <li>• Consideration of time out of education and training if not full time and the support that might be needed.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Careers advisers.</li> <li>• 16+ providers.</li> <li>• Parents/carers/young person.</li> </ul>

## Year 12: Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community
<ul style="list-style-type: none"> <li>• If the EHC plan continues, an annual review needs to be updated by college staff for the college setting, and by the provider for training programmes or supported apprenticeship/traineeships.</li> <li>• Consider how this annual review can be joined up with other reviews.</li> <li>• Families and young person discuss potential post-19 options with the education setting, key workers, social care and health workers.</li> <li>• Adult assessments are taking place to ensure eligibility to appropriate services including adult care packages and informal carers.</li> <li>• Carers assessment as appropriate and consider transitional arrangements.</li> <li>• Full information to be available on personal budgets and direct payments.</li> <li>• Discuss any potential transport arrangements.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/college/lead professional to convene a meeting with representatives from transition staff and multidisciplinary team.</li> <li>• Local authority SEND team.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the young person's social group, making sure they are able to remain in touch with friends and make arrangements for socialising.</li> <li>• Is any additional advice or support required to develop or maintain friendships and/or social life?</li> <li>• Is the young person able to: <ul style="list-style-type: none"> <li>• Access local services?</li> <li>• Travel/get out when they choose, either on their own, with friends or with support?</li> <li>• Use a telephone, mobile, email, social networking, public transport, learning to drive, using taxis etc?</li> <li>• If not, explore possible solutions.</li> </ul> </li> <li>• Identify out of school/college activities the young person does or wants to access, including time spent away from home and area.</li> <li>• Identify and inform carers; consider carer assessment.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Adult social care and the Children Specialist Service.</li> <li>• Health lead.</li> <li>• Parents/carers/young person.</li> </ul>

Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>• Ensure young person/family are in control of financial support for keeping healthy.</li> <li>• Relevant professionals work together and share information/understand how to communicate with the young person.</li> <li>• Annual health check is in place if eligible.</li> <li>• Mental Capacity Act to be considered in relation to the specific decisions included in the PfA pathway.</li> <li>• Continuing health care (adults) assessment – consider whether this is appropriate and agree who is best placed to complete it.</li> <li>• Identify post-18 support available and pathways for accessing these.</li> <li>• If educated out of area, plans to be made for accessing Derby health services on return.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Health.</li> <li>• GP.</li> <li>• CAMHS.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about personal budgets and how these might be used to personalise a young person's support.</li> <li>• All housing options to be clearly articulated to the young person and their family.</li> <li>• Consider how education, employment and housing plans align geographically and practically.</li> <li>• Begin exploring eligibility for social care support linked to housing.</li> <li>• Develop practical independence skills linked to housing (tenancy responsibilities, paying bills, managing support).</li> <li>• Benefits advice is available and support is in place to access this.</li> <li>• The young person has travel arrangements in place, where appropriate.</li> <li>• Local taxi drivers and community employers/businesses are aware of the needs of young people with SEND.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/lead professional.</li> <li>• Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure career plan/vocational profile continues to be updated.</li> <li>• Plan to spend progressively more time in work-related learning or employment that the young person is interested in.</li> <li>• Continue to explore all possible options including supported employment, apprenticeships, work-based learning, work-related learning at college, paid work, self-employment, higher education and volunteering.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Careers advisers.</li> <li>• 16+ Providers.</li> <li>• Employers.</li> <li>• Parents/carers/young person.</li> </ul>



## Year 13 - 14: Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community	Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>• Mental Capacity Act: ensure that the young person has support to make informed decisions.</li> <li>• Potential best interest meeting and applications for deputyship may be required.</li> <li>• Young person, where appropriate, is able to articulate their hopes, aspirations and fears.</li> <li>• Personalised planning is in place which will consider:               <ul style="list-style-type: none"> <li>• The content of any future study programme and how it will enable outcomes to be achieved;</li> <li>• Which professionals to be involved in future meetings;</li> <li>• A lead professional who will monitor the delivery of actions.</li> </ul> </li> <li>• Adult assessments are taking place to ensure eligibility for appropriate services including adult care packages and informal carers. Social Care Planning for Adulthood team confirm:               <ul style="list-style-type: none"> <li>• Eligibility for support;</li> <li>• Assessment of needs and indicative budget;</li> <li>• Create care and support plan.</li> </ul> </li> <li>• The annual review clearly articulates the PfA outcomes highlighted in this section. Particular reference to employment and training.</li> <li>• Consideration as to whether to cease the EHC plan – this is when the young person is:               <ul style="list-style-type: none"> <li>• Accessing higher education;</li> <li>• Accessing paid work;</li> <li>• Aged 18 or over and has left education and no longer wishes to engage in further learning;</li> <li>• Leaving the local authority and moving to another area.</li> </ul> </li> <li>• The young person can appeal if they disagree with the local authority's decision.</li> <li>• Agree information-sharing protocols/joint assessments or support plans and regularity of review.</li> <li>• Identify key transition points in the pathway for adulthood - consider actions for transitions and funding arrangements.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Lead professional.</li> <li>• Adult Social Care and Children Specialist Services.</li> <li>• Local authority SEND case worker team.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the young person accessing mainstream activities and social settings with or without support. Can the young person access specialist social clubs and activities via the voluntary sector?</li> <li>• Is the young person keeping contact with friends – what does the young person want?</li> <li>• Does the family feel supported in letting their son/daughter access local community facilities? If not, what are the solutions and who can support?</li> <li>• How are personal budgets and direct payments being used?</li> <li>• Identify and inform carers; consider carer assessment.</li> <li>• Ensure family is accessing any information or support they need, including carer's assessments to explore their own needs.</li> <li>• Ensure that the Local Offer informs the young person and family of all the information that is available.</li> <li>• Transition to adult respite services if eligible.</li> <li>• Is the young person able to:               <ul style="list-style-type: none"> <li>• Access local services?</li> <li>• Travel/get out when they choose either on their own with friends or with support?</li> <li>• Use telephone, mobile, email, social networking public transport, learning to drive etc?</li> <li>• If not, explore possible solutions.</li> </ul> </li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Adult social care and the Children Specialist Service.</li> <li>• Health lead.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about whether the young person can access health care independently or with support from specialist settings.</li> <li>• Ensure that the relevant health professionals are in contact with each other.</li> <li>• If the medical condition is ongoing into adulthood – complete the Ready Steady Go transition protocol.</li> <li>• Young person, family and professionals to have knowledge of the Children and Young People's Continuing Care National Framework to see if they are eligible.</li> <li>• Health lead invited to attend annual reviews.</li> <li>• Is the young person living and accessing a healthy lifestyle?</li> <li>• Have they access to and are able to purchase healthy food?</li> <li>• Have they access to supported cooking facilities and support?</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Health.</li> <li>• GP.</li> <li>• CAMHS.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring arrangements are in place for managing the young person's money benefits – check required just prior to 19 years. This is critical to ensure that the family income is maximised.</li> <li>• Benefit advice is clear and forthcoming.</li> <li>• The young person is involved, where appropriate, in an independent travel programme with and without support.</li> <li>• There is a buddy system with friends in place to take the young person to social activities and facilities.</li> <li>• There are a number of housing/living/accommodation options available for the young person.</li> <li>• Reasonable adjustments, adaptations and assistive technology are considered to support independent living.</li> <li>• Finalise realistic housing pathways with clear timescales and contingency plans.</li> <li>• Families are in touch with other families in similar situations and can jointly discuss practical accommodation solutions.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/lead professional.</li> <li>• Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure career plan/vocational profile continues to be updated.</li> <li>• Plan to spend progressively more time in work-related learning or employment that the young person is interested in.</li> <li>• Continue to explore all possible options including supported employment apprenticeships, work-based learning, work-related learning at college, paid work, self-employment, high education and voluntary work.</li> <li>• Continue to explore the facilities in social care day services or independent daytime activities and travel training.</li> <li>• There are a range of voluntary opportunities available in the local area.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Careers advisers.</li> <li>• 16+ Providers.</li> <li>• Employers.</li> <li>• Voluntary groups.</li> <li>• Parents/carers/young person.</li> </ul>

## Preparation for adulthood – developing my lifestyle

Education, health and care (EHC) plan process	Friends, relationships and my community
<ul style="list-style-type: none"> <li>• The EHC plan will cease where the young person moves onto higher education, paid work, volunteering or social care services (without education).</li> <li>• Where a young person has an EHC plan and leaves education but then decides they wish to return (and are still under 25 years) the local authority will consider whether the previous EHC plan should be revived and renewed. It is possible, however, that the young person will have to go through the full EHC needs assessment if there have been significant changes.</li> <li>• Ensure that all the services are actively involved in the annual review process. If the EHC plan is ceased, sufficient exit plan arrangements are in place to secure appropriate provision and outcomes.</li> <li>• Job applications, work experience or further study are planned as required by the young person.</li> <li>• Identify key transition points in the pathway and journey – consider actions required to make these transitions as smooth as possible.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education provider to host or lead professional to convene a meeting with representatives from transition staff and multidisciplinary teams.</li> <li>• Local authority SEND case worker team.</li> <li>• Adult social care and the Children Specialist Service.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the young person's social group is being maintained; make sure they are able to remain in touch with friends and make arrangements for socialising.</li> <li>• Check if there is any additional advice or support required to develop or maintain friendships.</li> <li>• Identify and inform carers; consider carer assessment.</li> <li>• Continue to review the young person is developing skills to access local services, focusing on local travel and communication.</li> <li>• Ensure the family has information about support they can access including carer's assessment to review needs.</li> <li>• Review the young person's access to social media and update/support as necessary.</li> <li>• Investigate any specialist social groups/youth groups that the young person may want to attend, and/or buddy up with others who are in the same position to create their own groups for those supported by personal budgets/direct payments etc.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Adult social care and the 0-25 social care team.</li> <li>• Health lead.</li> <li>• Parents/carers/young person.</li> </ul>

Good health	Developing independence	Education, training and finding employment
<ul style="list-style-type: none"> <li>• Annual health check via GP if eligible and GP surgery is participating in the scheme.</li> <li>• Ensure that the young person knows how to keep healthy and has access to healthy food.</li> <li>• Ensure that the young person/family are in control of any financial support for keeping healthy.</li> <li>• If the young person is educated out of the area, plans for accessing Derby health services on their return should be made.</li> <li>• Health service professionals are in contact with each other.</li> <li>• The young person may rely on family for good access to health care – ensure that the family has the appropriate support. Steps in place to encourage more independence.</li> <li>• Investigate any specialist social groups/youth groups that the young person may want to attend, and/or buddy up with others who are in the same position to create their own groups for those supported by personal budgets/direct payments etc.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Health transition lead.</li> <li>• GP.</li> <li>• CAMHS.</li> <li>• Social care.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• The young person may live at home, independently or in a supported living setting and receiving housing benefits. <ul style="list-style-type: none"> <li>• Young person and family need to be aware of the various options and supported by the relevant professionals.</li> </ul> </li> <li>• Housing planning is person-centred and reflects the young person's aspirations for employment, education, relationships and community life.</li> <li>• Some may live in college or residential care settings – it is essential that the young person and family is able to access information about potential options with the Local Offer being the starting point.</li> <li>• Ensure that there is access to an advocate for the young person to aid greater independence, if there is a need.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting/lead professional.</li> <li>• Local authority to ensure that all the information is on the Local Offer and easily available.</li> <li>• Adult social care and the Children Specialist Service.</li> <li>• Parents/carers/young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure career plan/vocational profile continues to be updated.</li> <li>• Continue to explore all possible options including supported employment, apprenticeships, work-based learning, learning at a college or education setting, paid work, self-employment, higher education and volunteering.</li> <li>• Consider support required for young person to access services via Job Centre Plus e.g. disability employment advisor and Access to Work.</li> </ul> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Education setting.</li> <li>• Careers advice/post-16 providers.</li> <li>• Career support adviser.</li> <li>• Employers.</li> <li>• Voluntary groups.</li> <li>• Parents/carers/young person.</li> </ul>



# Planning for the future: person-centred planning

Helping your child/young person to start thinking about their future is an exciting but also daunting process and it might seem confusing and worrying. The most important thing to remember is that your child/young person should be at the centre of all reviews, meetings, plans and decisions.

Hopefully discussions about your child/young person developing their independence, making friends and feeling positive about being in their local community are things that have been talked about from the earliest stage.

## Young people making decisions for themselves

Under the Children and Families Act 2014 young people aged 16 and over have the right to make decisions for themselves with their parents or carers. Throughout the entire EHC process and in all SEN support, young people's views and preferences should be actively sought and considered, and under the Children and Families Act 2014, those aged 16 and over have the right to make decisions for themselves with their parents or carers.

## Mental Capacity Act and court of protection

The Mental Capacity Act (MCA) relates to people aged 16 and over. People are assumed to have capacity unless an MCA assessment has deemed otherwise. Assessing mental capacity involves a two-stage functional test. The principles of the MCA are that those that lack capacity are empowered to make as many decisions for themselves as possible and that any decision made, or action taken on their behalf, is done so in their best interest.

LPA (Lasting Power of Attorney) and Deputyship are both legal mechanisms in the UK that allow someone to make decisions on behalf of another person who may lack the capacity to do so themselves, but they differ in several key ways:

## Lasting Power of Attorney (LPA)

An LPA is set up by an individual (the “donor”) while they still have mental capacity. They choose who will act on their behalf (the “attorney”).

Types	There are two types of LPA: one for health and welfare decisions and another for property and financial affairs.
Registration	The LPA must be registered with the Office of the Public Guardian (OPG) before it can be used.
Flexibility	The donor can specify the powers granted to the attorney and can revoke the LPA as long as they still have mental capacity.
Deputyship	Deputyship is established through a court application when an individual lacks mental capacity to make their own decisions. The court appoints a “deputy” to manage the affairs of the individual who lacks capacity.
Types of Deputyship	There are deputies for property and financial affairs and for health and welfare decisions.
Less Flexibility	The deputy acts under the supervision of the court, and their powers are more limited compared to those of an attorney appointed under an LPA.

In summary, an LPA is a proactive approach created by the individual, while deputyship is a reactive solution that involves court intervention. For further advice please visit: <https://www.gov.uk/power-of-attorney>

## Education, employment and training

### Role of education settings and professionals

A young person's annual review meeting is very important. The young person's education setting will organise this annual meeting. The education setting's job is to inform the parent and the young person about the options available and support both through the PfA and onward transition process. This includes providing material in a suitable format such as braille or large print etc. If a professional, such as a health care worker or teacher cannot attend a review meeting, they can provide the education setting with a written report, to support the review meeting.

A young person with SEND who does not have an Education, Health and Care (EHC) plan should still receive support in education, training and employment, but the type and level of support will vary. Colleges and other further education providers have a legal duty to make reasonable adjustments for all students, including those with disabilities. Education settings should offer you a transition meeting. If other professionals are supporting you or your young person they too can be invited.



## Thinking about careers

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

For those who have just completed an apprenticeship, traineeship or supported internship the best option may be for them to leave formal education or training and either begin some sort of paid employment resulting from their work placement, or to access further support and training available to help them secure a job through Jobcentre Plus. This transition should be planned

with timescales and clear responsibilities and the young person should know what will happen when their EHC plan ceases. During this planning process, the local authority must continue to maintain the young person's EHC plan as long as the young person needs it and remains in education or training that can demonstrate progression.

There are a number of pathway options for young people. It will be important for you to discuss the various options with the staff at your child's education setting and with other parents/young people. Many colleges are part-time. This means that the young person will only attend up to three or four days a week and sometimes less. You may need to contact social care to help and/or give you advice on the days when they are not at college.

If you are unemployed or not in education, employment or training, you can receive independent advice and support from Derby Connexions service, details of which are on the Local Offer, or see a specialist careers advisor at Friar Gate Studios SEND Skills Centre.

## Life of the EHC Plan

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

- The young person has taken up paid employment (excluding apprenticeships).
- The young person has started higher education (university).
- A young person aged 18 or over has left education and no longer wishes to engage in further learning.
- The young person has turned 25.
- The child or young person has moved to a different local authority area.
- The young person has met the outcomes as specified in their EHC plan.

At this point the young person may be better supported through universal services.

Others may primarily require ongoing health and/or care support. Engagement opportunities might be through adult learning tailored engagement provision, where evidence of progression is not required. The local authority will issue a 'cease to maintain notice' in writing to the parent or young person, stating the reasons why, after consulting with the young person/their parents and headteacher of their school or college. The young person can appeal if they disagree with the local authority's decision.

For further information visit:  
[www.ipsea.org.uk](http://www.ipsea.org.uk) and [www.natsip.org.uk](http://www.natsip.org.uk)

# Post-16 Pathways in Derby

Derby City Council is actively looking at expanding the range of opportunities for young people with SEND up to age 25 and beyond. It is important for families and young people to discuss options with their education setting and to look on the Local Offer for all the opportunities available.

## Route: Education - School

### Description:

Academic or vocational courses in mainstream or specialist sixth form settings for young people with or without an Education, Health and Care Plan (EHCP).

### Provider: Schools in Derby

### Website:

Schools offering sixth form study options for young people aged 16 to 18/19

Allestree Woodlands School	<a href="http://woodlands.derby.sch.uk">woodlands.derby.sch.uk</a>
Alvaston Moor Academy	<a href="http://alvasatonmoor.co.uk">alvasatonmoor.co.uk</a>
The Bemrose School	<a href="http://bemrose.derby.sch.uk">bemrose.derby.sch.uk</a>
Chellaston Academy	<a href="http://chellaston.derby.sch.uk">chellaston.derby.sch.uk</a>
City of Derby Academy	<a href="http://cityofderbyacademy.org">cityofderbyacademy.org</a>
Da Vinci Academy	<a href="http://davinciacademy.co.uk">davinciacademy.co.uk</a>
Derby Cathedral School	<a href="http://derbycathedralschool.org.uk">derbycathedralschool.org.uk</a>
Derby High School	<a href="http://derbyhigh.derby.sch.uk">derbyhigh.derby.sch.uk</a>
Derby Moor Spencer Academy	<a href="http://derbymoorspencer.org.uk">derbymoorspencer.org.uk</a>
Derby Pride Academy	<a href="http://dpaesteem.co.uk">dpaesteem.co.uk</a>
Ivy House School	<a href="http://ivyhouseschoolderby.org.uk">ivyhouseschoolderby.org.uk</a>
Kingsmead School	<a href="http://kingsmeadschoolderby.co.uk">kingsmeadschoolderby.co.uk</a>
Landau Forte College	<a href="http://landau-forte.org.uk">landau-forte.org.uk</a>
Lees Brook Academy	<a href="http://leesbrook.co.uk">leesbrook.co.uk</a>
Littleover Community School	<a href="http://littleover.derby.sch.uk">littleover.derby.sch.uk</a>
Murray Park Community School	<a href="http://murraypark.derby.sch.uk">murraypark.derby.sch.uk</a>
Noel-Baker Academy	<a href="http://noelbakeracademy.co.uk">noelbakeracademy.co.uk</a>
Saint Benedict, A Catholic Voluntary Academy	<a href="http://stbenedictderby.srscmat.co.uk">stbenedictderby.srscmat.co.uk</a>
St Martin's School - Horizons	<a href="http://stmartinsschoolderby.co.uk">stmartinsschoolderby.co.uk</a>
St Andrew's Academy	<a href="http://standrewsacademy.co.uk">standrewsacademy.co.uk</a>
UTC Derby Pride Park	<a href="http://utcderby.org.uk">utcderby.org.uk</a>
West Park School	<a href="http://westpark.derby.sch.uk">westpark.derby.sch.uk</a>



## Route: Education - College

### Description:

Academic or vocational courses in mainstream or specialist college settings for young people with or without an Education, Health and Care Plan (EHCP).

### Provider: Derby College

Foundation studies and SEND-focused pathways. Entry Level to Level 6 programmes with tailored support

#### Admission criteria and offer:

Admission criteria vary depending on the course, reflecting the wide range of options available. The College offers Level 1 (pre-GCSE) programmes such as Pathway to Independence and Pathway to Working Life, as well as higher-level qualifications including A Levels and Degrees. Learning support is available to students across all levels of study.

#### Website:

[www.derby-college.ac.uk](http://www.derby-college.ac.uk)

### Provider: Burton and South Derbyshire College

Entry level foundation learning and SEND-focused pathways through to higher level academic technical qualifications.

#### Admission criteria and offer:

Admission criteria vary depending on the course, reflecting the wide range of options available.

#### Website:

[www.bsdc.ac.uk](http://www.bsdc.ac.uk)

### Provider: Bilborough College

Bilborough Sixth Form College caters for students aged 16 to 19 years old, wanting to study A-levels and BTECs in an academic, supportive and sociable environment.

#### Admission criteria and offer:

To study at Bilborough Sixth Form College students must have already achieved a minimum of 5 GCSEs grades 9 to 4 including English and Maths.

#### Website:

[www.bilborough.ac.uk](http://www.bilborough.ac.uk)

### Provider: Buxton and Leek College

Part of the University of Derby, the College offers a wide range of further education courses for all ages and abilities, including vocational qualifications, apprenticeships, and university-level courses. The college focuses on technical and professional qualifications, with a strong emphasis on practical skills and industry experience.

#### Admission criteria and offer:

Admission criteria vary depending on the course, reflecting the wide range of options available.

#### Website:

[www.blc.ac.uk](http://www.blc.ac.uk)

## Route: Training

### Description:

Local training providers offering digital, hospitality, construction, care, creative industries pathways and personal development courses to improve employability, self-confidence, and to gain practical skills and experience. All unregistered provision will need to be quality assured by Derby City Council to ensure it meets core quality standards. Examples of training providers below.

### Provider: Juniper Training

#### Admission criteria and offer:

Courses for young people 16+ from Entry Level 3 and above. Level 1 & 2 BTEC Work Skills Personal Development for Employability, Level 2 Customer Service, and the opportunity to re-sit GCSE Maths and English if needed. Courses also include an amount of work placement.

#### Website:

[www.junipertraining.co.uk/derby](http://www.junipertraining.co.uk/derby)  
Gower Street, Derby.

### Provider: YMCA Key College

#### Admission criteria and offer:

Courses for young people 16+. Entry Level 3 Practical Work Skills, Sports, Fitness and Health, Level 1 Health and Social Care, Level 1 Childcare, and Entry Level 3 & Level 1 Hospitality and Catering. These are available alongside Functional Skills at an appropriate level.

#### Website:

[www.keycollege.co.uk](http://www.keycollege.co.uk)  
St Marks Road, Derby, with additional sites across Derby.

### Provider: YMCA Supported Futures

#### Admission criteria and offer:

This specialist programme offers tailored support for young people aged 16+ with social, emotional, and mental health (SEMH) needs, providing an alternative to traditional education environments. It is ideal for those who may find mainstream settings challenging or overwhelming, offering a nurturing space where learners can build confidence, develop life skills, and progress towards their personal goals.

#### Website:

[www.keycollege.co.uk/courses/supported-futures](http://www.keycollege.co.uk/courses/supported-futures)  
Parcel Terrace, Derby.

### Provider: Learning Curve Military Preparation

#### Admission criteria and offer:

College programme for young people 16+ which focuses on preparation for military life; Level 2 Preparation for Military Service and Maths/English Functional Skills/GCSE. Classroom based in the morning with physical activities in the afternoon based around fitness and teamwork.

#### Website:

[www.learningcurvegroup.co.uk](http://www.learningcurvegroup.co.uk)  
Military Preparation College for Training,  
Windmill Hill Lane, Derby.  
07974 036762  
[enquiries@mpct.co.uk](mailto:enquiries@mpct.co.uk)

## Route: Training *Continued*

### Provider: Learning Curve Hair and Beauty

Foundation studies and SEND-focused pathways. Entry Level to Level 6 programmes with tailored support

#### Admission criteria and offer:

College programme for young people 16+ catering specifically for hair and beauty courses from Level 1 upwards. Small groups and setting.

#### Website:

**[www.learningcurvegroup.co.uk](http://www.learningcurvegroup.co.uk)**

The Derby Hair and Beauty Academy,  
100 Mansfield Road, Derby, DE1 3TT.

beautyacademy@learningcurvegroup.co.uk

### Provider: Engineered Learning

#### Admission criteria and offer:

Engineering college course for young people 16+ with an Education Health and Care Plan (EHCP). Functional Skills Maths and English alongside some specific units of Level 1 and Level 2 in Fabrication and Welding in a workshop environment. Currently offering some Motor Vehicle workshop skills and experience.

#### Website:

**[www.engineeredlearning.co.uk](http://www.engineeredlearning.co.uk)**

Alfreton Road, Derby.

### Provider: Learning Curve Military Preparation

#### Admission criteria and offer:

College programme for young people 16+ which focuses on preparation for military life; Level 2 Preparation for Military Service and Maths/English Functional Skills/GCSE. Classroom based in the morning with physical activities in the afternoon based around fitness and teamwork.

#### Website:

**[www.learningcurvegroup.co.uk](http://www.learningcurvegroup.co.uk)**

Military Preparation College for Training,  
Windmill Hill Lane, Derby.

07974 036762

enquiries@mpct.co.uk

## Route: Training *Continued*

### Provider: Derby County Community Trust

#### Admission criteria and offer:

College programme for young people 16+ interested in combining football with education. Depending on academic ability, students can study A Levels, BTEC Equivalents in Sport at Levels 1, 2 and 3, as well as a unique construction and brick laying qualification. At certain venues, students also have the opportunity to resit their maths and English GCSEs if needed.

#### Website:

**[www.derbycountycommunitytrust.com](http://www.derbycountycommunitytrust.com)**

Various sites around Derby and Derbyshire.

### Provider: Lees Brook Post-16 Skills Academy

#### Admission criteria and offer:

- Various programmes on offer for young people 16+ with and without EHCP including:
- Ready for Independence (Entry Level 3).
- Endorsed Vocational Pathways known as 'Get Ready for Work' (Entry Level 3 and Level 1) in:
  - Construction, Hairdressing and Beauty Therapy, Health and Social Care, Catering and Hospitality.
- Level 1, 2 and 3 Technical Programmes nationally recognised by employers in:
  - Brickwork, Health and Social Care, Technical Hairdressing, Catering and Hospitality.
  - Health and Social Care, Technical Hairdressing.

#### Website:

**[www.leesbrook.co.uk/sixth-form/16-19-programmes-of-study](http://www.leesbrook.co.uk/sixth-form/16-19-programmes-of-study)**

Sixth form based at Lees Brook academy.



## Route: Pre-Supported Internships / bespoke PfA study programmes

### Description:

Bridging programmes to prepare young people aged 16+ with an Education, Health and Care Plan (EHCP) for adulthood, independence and the world of work. Most courses will include an element of functional skills. Programmes differ in the number of days per week (from 3 to 5 days per week). Independent travel training is also available.

### Provider: Transition2

#### Admission criteria and offer:

A personalised, full-time (three days a week) learning programme for young people in Derby and Derbyshire, aged 18-25 with an Education, Health and Care Plan (EHCP), interested in developing transferable work-related skills to gain sustainable voluntary/paid employment. Programme covers hospitality and catering at the Glow & Grow café (Friar Gate Studios), practical wood-working skills at Elvaston Castle, various vocational placements across Derby, and Enriched Independent Travel Training.

#### Website:

**www.transition2.co.uk**  
Friar Gate Studios & Skills Centre, Derby.

### Provider: Horizons (St Martin's sixth form)

#### Admission criteria and offer:

For young people aged 16-18 with an Education, Health and Care Plan (EHCP). Learning programmes include English, Maths, Employability, Enterprise and Project Learning, Skillsbuilder-8 Essential Transferable Skills, Placements/ Vocational Experience, Confidence and Independence.

#### Website:

**www.stmartinsschoolderby.co.uk/horizons-6th-form/about-horizons-6th-form**  
Friar Gate Studios Skills Centre, Derby.

### Provider: St Andrew's Academy

#### Admission criteria and offer:

For young people aged 16-19 with an Education, Health and Care Plan (EHCP). Students follow an individual timetable, accessing learning opportunities in line with their personal interests and ambitions. All students undertake learning in Everyday Maths, Everyday English, Financial Independence, PSHE and RSE in a classroom setting, in addition to the off-site learning at different provisions in the local area.

#### Website:

**www.standrewsacademy.co.uk**  
The Whitaker Centre, Whitaker Road, Derby.

## Route: Pre-Supported Internships

### Description:

Structured work-based study programme for young people 16+ with an Education, Health and Care Plan (EHCP). Includes on-the-job support via a Job Coach, aimed at securing employment upon completion of the Supported Internship. Programmes differ in the number of days per week (from three to five days per week, length (most are between 6 and 9 months) and employment sector. Once the young person successfully completes the Supported Internship, their EHCP will no longer be required and will be closed.

The Derby City Supported Internships Forum is a collaborative network of practitioners from local Supported Internship programmes. The forum meets every six weeks to share best practice, explore local employment trends, and collaborate to improve job outcomes for learners with SEND across the city. Local Supported Internship providers align their delivery with national best practice, guided by the Supported Employment Quality Assurance Framework (SEQAF).

### Provider: Transition2

#### Admission criteria and offer:

A full-time (three days a week), work placement-based study programme for young people aged 18-24 with an Education, Health and Care Plan (EHCP) incorporating:

- Work placements within a variety of employment settings including hospitality and catering, warehousing, culture/ heritage.
- Job Coaching and Mentoring, including work-related training and performance reviews.
- Support to attain sustainable part-time / full-time paid employment opportunities.
- Enriched Independent Travel Training, including support to access local amenities, work and opportunities to socialise with friends.
- Workplace performance reviews with Job Coaches and mentors.

#### Website:

**www.transition2.co.uk**  
Friar Gate Studios Skills Centre, Derby.

### Provider: Derby College

#### Admission criteria and offer:

A work placement-based study programme for young people aged 18-24 with an Education, Health and Care Plan (EHCP). Lasting between 6-10 months, the Supported Internship will depend on the success of the placement and how quickly paid work can be achieved. The student will spend at least two days a week in the workplace and one day a week in college learning core skills. Course content can be responsive to feedback given in the workplace. Derby College also offer a Supported Internship programme.

#### Website:

**www.derby-college.ac.uk**

Route: Pre-Supported Internships *Continued*

Provider: St Martin's/Horizons

Admission criteria and offer:

Project SEARCH is a one-year Supported Internship programme for students aged 16-18 with an Education, Health and Care Plan (EHCP). This programme is a collaboration between Royal Derby Hospital, St Martin's, Derby City Council and DFN Project SEARCH.

Website:

[www.stmartinsschoolderby.co.uk/horizons-6th-form/about-horizons-6th-form](http://www.stmartinsschoolderby.co.uk/horizons-6th-form/about-horizons-6th-form)

Provider: YMCA

Admission criteria and offer:

Project SEARCH is a one-year Supported Internship programme for students aged 16-24 with an Education, Health and Care Plan (EHCP). This programme is a collaboration between Asda (Derby), YMCA, Direct Education Business Partnership, Derby City Council and DFN Project SEARCH.

Interns complete their internship in a real workplace over five days a week with the support of a job coach, tutor and department mentor. Interns also attend daily classroom sessions that focus on employability and independent living skills. These sessions are delivered onsite at the host business.

Website:

[www.derby-college.ac.uk](http://www.derby-college.ac.uk)



# Post-19 Destinations

After 19, young people with SEND in Derby City may progress into other options, but in all cases progression needs to be demonstrated.

## Education

- **Supported progression from Further Education (FE) into Higher Education (HE)**, with wraparound learning support.
- **Level 3 courses** at Derby College, Burton and South Derbyshire College, Bilborough College, and Buxton and Leek College, along with programs at the University of Derby, provide inclusive pathways into academic study.
- **Derby Adult Learning Service** offers a wide range of learning opportunities for adults 19yrs and above. Support is available from tutors and support staff.

Useful websites:

[www.derby-college.ac.uk](http://www.derby-college.ac.uk)  
[www.derby.ac.uk](http://www.derby.ac.uk)  
[www.adult-learning-derby.org.uk](http://www.adult-learning-derby.org.uk)

## Employment

- **Journey to Work** is a short employability course designed and delivered by Derby City Council's Employment and Skills Team. Over the course of five or eight weeks (depending on the site), young people aged 18+ undertake employability training, engage in meaningful work placements, receive tailored 1-2-1 support, and build the confidence needed to thrive in the workplace.
- **Pre-Supported Internship or Supported Internship programmes** across a range of sectors with Transition2.
- **Young people may move into open or supported employment with tailored job coaching.** Transition2 and the DCC Employment & Skills Team offer joined-up follow-on job coaching support via their Supported Outcomes Service for young people with SEND, whether employed or who are out of work.
- **Employment and Skills Youth Guarantee Programme** 1-2-1 intensive work support and training for young people aged 17-21 (up to 25 with SEND or care experienced) who are not in education and employment (NEET). For more information, contact: [employmentandskills@derby.gov.uk](mailto:employmentandskills@derby.gov.uk)

Positive outcomes often follow Supported Internships or sector-specific training.

Useful websites:

[www.transition2.co.uk](http://www.transition2.co.uk)  
[www.derby.gov.uk/jobs-and-careers/derby-jobs/the-employment-hub/](http://www.derby.gov.uk/jobs-and-careers/derby-jobs/the-employment-hub/)

## Community participation

- **Volunteering, participation** in social activities, and **leadership** in self-advocacy groups support visibility and inclusion in the community. This may involve support from a Personal Assistant (PA) or other services, either funded through a social care assessment.
- **Community Action Derby** supports local organisations and people with their volunteering.

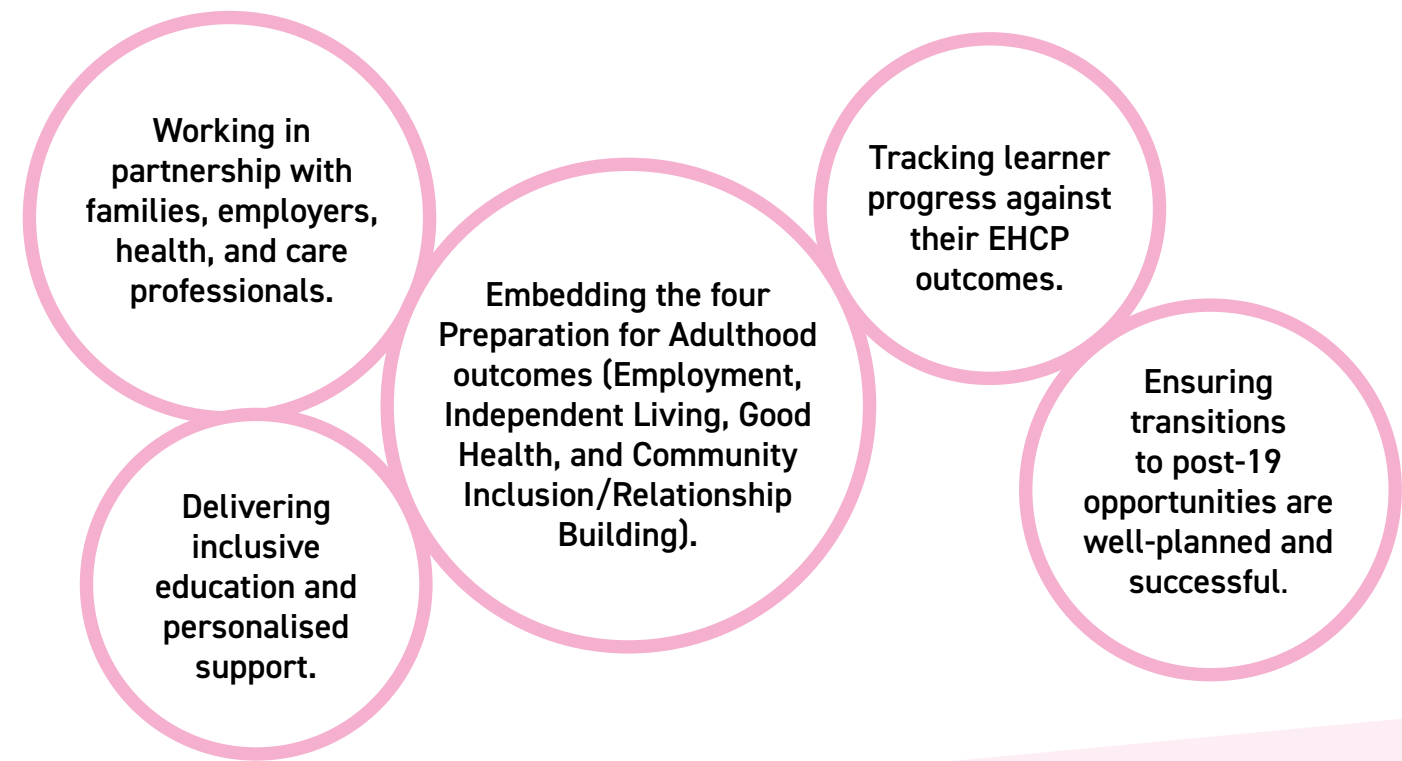
Useful details:

[www.communityactionderby.org.uk/volunteering](http://www.communityactionderby.org.uk/volunteering)  
[www.employmentandskills@derby.gov.uk](mailto:employmentandskills@derby.gov.uk)



# The role of post-16 providers

Post-16 providers are pivotal in:



## Strategic Alignment: Local Area Inclusion Plan

This Post-16 Pathway sits within the framework of Derby City’s Local Area Inclusion Plan, which sets out a shared vision and strategic priorities for improving outcomes for children and young people with SEND.

The Plan commits all partners to:

- Champion an ambitious and inclusive city.
- A system that meets the needs of our young people at the right time and the right place.
- A strong place-based collaborative system.

Key areas of focus with the plan include the following:

- Widen access to inclusive learning and employment opportunities.
- Improve transition planning from Year 9 onwards.
- Promote independence, wellbeing and visibility in the community.

Read about Derby's Local Area Inclusion Plan, and watch an animated overview of it at: [www.derby.gov.uk/education-and-learning/derbys-send-local-offer/send-inclusion-derby/our-local-area-inclusion-plan/](http://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/send-inclusion-derby/our-local-area-inclusion-plan/)



## CASE STUDY: Maddie’s journey – securing work



### Introduction and background

My name is Maddie and I am 20... 21 this year! I have Down Syndrome. I was born with it. I started at Ecclesbourne School and then went to Horizons (Sixth Form).

### Starting at Transition2 and early challenges

I have been at Transition2 for two years. I came to college for freedom! I wanted to be independent. I used to get upset a lot and lie on the floor when I first came. I don't do that anymore! I'm more open now. I got a lot more confident. I learned how to travel to college, there and back, every day.

### Changing interests and building skills

From day one, I was interested in Hair & Beauty but that's changed. I found something else I liked to do that was different. In the first year, I did Meal Prep so I could cook at home. I still make the pasta bake at home that I used to do! Then I worked in the café.

### Employment at Compass

In Year 2 I started my job (with Compass) at Rolls-Royce. I work in the canteen. I do stock-taking, stacking the drinks, I clean the tables (even though it hurts my back!), I serve food to the customers and work on the till. When I started, I found it tricky because I was shy and found the counting hard – I'm no good at maths. Mel and Amie (job coaches) were there a lot to make sure I was ok. My line managers (Sue and Denise) would show me how to do the different jobs. I like their personalities, they are generous and helped me. Working there makes me happy because everyone is friendly – I even got a tip the other day! I love my job and soon I will be getting paid for it.

### Support system and reviews

Mel still comes to visit to see how I'm doing. I text her every day to tell her I'm on the bus. If there's a problem I can talk to my manager or Mel. They will sometimes talk all about how I am doing with my managers and me in reviews. We talk about my future, if I need to do any course, if anything is different. I've been coming in to college to do some of my online training that I need to do for my job.

### Reflection and growth

I am different now. I am a mature, grown-up adult. I am proud of myself.

## CASE STUDY:

### Miya's journey – *independent traveller*

#### Starting out

My name is Miya and I am 22. I have Learning Difficulties and find reading and writing really tricky. Sometimes my self-management used to be not good. I needed a minute to calm down if I wasn't feeling myself.

I used to get a taxi or a minibus with other learners to get to school. There were lots of people getting picked up and dropped off. I started Travel Training on my first day at college to practice getting the bus there and other places.

#### Beginning my journey

At the start, Amie (my Travel Trainer) supported on the bus, telling me when I needed to leave the house for college and work and which buses I needed to catch. I got on the bus with my Gold Card so I didn't need to pay. I needed to take my phone with me in case I needed to ring Amie. I took my belongings with me and learned to keep them next to me on the bus so they stay safe.

#### Overcoming challenges

I used to find it tricky when I was tired on the bus, when it was hot. Sometimes I would fall asleep. Oh no! It was embarrassing but now I learned to have water with me so I stay awake. We all laugh about it now! I find numbers hard so I have alarms on my phone to tell me when I need to leave the house. I worked really hard to learn how to do it and now I get everywhere ding on time.

#### Achieving independence

When I finished Training I got a certificate and got a Free Travel Pass. It helped me to get out to different places, to town, to exercise and to work. Now I get two buses to work and don't need help from my Mum or my teachers to get about. It has made me feel happy because I can do things on my own. It has changed my life!

#### Life now

I don't go to school or college now. I'm a volunteer at different jobs and meet together with my friends in town. I still get there on the bus. We all did our Travel Training so we all do it on our own. My Mum is really proud of me and knows that I can stay safe.

Travel Training is good for everyone. They can learn how to do it too. When they get to my stage they can be happy and confident about themselves like me.



## CASE STUDY:

### Maddy's journey – *learner to volunteer*

Journey to Work graduate, apprentice, colleague

The Maddy who now sits opposite me at Transition2 is a world away from the quiet, withdrawn young woman who first arrived at Transition2 – hoody up, mobility compromised, and very hesitant to engage with others. Over time, her self-confidence and acceptance of herself grew, so much so that we spoke to her about remaining with Transition2 as an administration volunteer after graduating. Maddy agreed and her volunteering began in September 2024. Colleagues and I could see her potential to move into paid work but Maddy was unsure.

Colleagues wondered how the jump to paid work could be made. We then began exploring the possibilities of the Journey to Work programme and how this could potentially segue into an apprenticeship role. Maddy enrolled on the programme. The structure of Journey to Work has enabled Maddy to improve and reflect on her employability skills, establish her training needs and begin to realise her potential and transition into the world of paid work.

Since then, Maddy has found her voice, contributing meaningfully to planning meetings, joining after-work socials, sharing development ideas, joking with colleagues, and supporting new learners as a positive role model with a rich lived experience of SEND. Her ability to complete tasks competently – and the initiative she now shows in seeking out additional work – reflect a real shift in both skill, motivation and self-belief. What has impressed me most is her determination to push herself outside of her comfort zone, tackling challenges like making phone calls, performing complex administrative tasks and meeting new learners and external colleagues.

She is an absolute joy to work with. Our conversations – both professional and personal – flow just as they do with other colleagues. And that's exactly what she is, a trusted, hard-working, and highly valued member of the team.

Maddy's progression has taken her from learner to volunteer, then Journey to Work participant, and now part-time Customer Service Apprentice. The Journey to Work programme has provided both Maddy and Transition2 with a strong foundation for moving into long-term paid employment.

*Simon Hancox, Head of Service, Transition2*





# Next steps

To further develop Derby's post-16 SEND offer, Derby City Council and partners will:

Strengthen multi-agency transition planning.

Expand access to supported internships and pre-employment programmes.

Promote early and aspirational EHCP outcomes including opportunities for independent travel.

Foster a culture of belonging, ambition, and opportunity.

Improve Information, Advice and Guidance (IAG) for young people and families.

# Local independent help and support

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

## Useful contacts:

**Derby City Council's Personal Advisors** support young people in Derby who are over compulsory school age and under 19 to participate in education or training and to signpost to employment opportunities. The team also support young people aged 19 to 25 with a maintained Education, Health and Care Plan (EHCP). To contact the team email [www.derby.gov.uk/community-and-living/youth-support/information-advice-for-young-people](mailto:www.derby.gov.uk/community-and-living/youth-support/information-advice-for-young-people) or call **01332 643915**

**SEND Officers oversee education, health, and care (EHC)** plans for children and young people aged 0 to 25. They work in partnership with families, education settings, health and social care services, to ensure compliance with the relevant legislation. The SEND Officer is the point of contact for children, young people and their families, and education settings. To contact the team email [SENDReviews@derby.gov.uk](mailto:SENDReviews@derby.gov.uk) or call **01332 643616**

**SENDIASS** is the Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service for Derby City. The service provides free, impartial and confidential information, advice and support to Children (0-15) and Young People (16-25) with SEND who live in Derby City, as well their parents and carers. To contact the service email [www.derbysendiass.org.uk](mailto:www.derbysendiass.org.uk)

**Derby SEND Voice Parent Carer Forum** was founded to provide a bridge between the parent and carers of children and young people with SEND, and the people making the decisions that affect their families. Some families like to speak to other parents/carers about their experiences, and Derby SEND Voice helps to facilitate this. For more information, visit [www.derbysendvoice.co.uk](http://www.derbysendvoice.co.uk)

**Derby Families Information Service (FIS)** holds information about a wide range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, children's centres, play schemes and leisure opportunities. For more information, visit [www.derby.gov.uk/childcare](http://www.derby.gov.uk/childcare) or email [fis@derby.gov.uk](mailto:fis@derby.gov.uk)

**Derby's Local Offer** has information about health, education and social care services for children and young people with SEND aged 0-25. It allows parents, carers and young people to find out about what services are available and how to access them [www.derby.gov.uk/education-and-learning/derbys-send-local-offer/](http://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/)

## Information is regularly revised and updated, and includes:

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

## Education, employment and training

**16-19 Bursary Fund** a bursary to help with education-related costs for people aged 16-19 and studying at a publicly funded school or college in England (not a university) or on a training course, including unpaid work experience. For more information, visit [www.gov.uk/1619-bursary-fund](http://www.gov.uk/1619-bursary-fund)

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

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

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

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

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

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

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

**Volunteering Matters** works in partnership with local organisations and businesses to help disabled people actively volunteer (via supported volunteering if necessary) and contribute to their community. For more information, visit <https://volunteermatters.org.uk/>

## Health

**Annual health checks** information about annual health checks for young people and adults with learning disabilities. For more information, visit [www.nhs.uk/conditions/learningdisabilities/annual-health-checks](http://www.nhs.uk/conditions/learningdisabilities/annual-health-checks)

**Community and Adolescent Mental Health Services (CAMHS)** provides support for the emotional wellbeing and mental health of children and young people in Derby. For more information, visit <https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire>

**NHS** information care, support and an A-Z of services near you. For more information, visit [www.nhs.uk](http://www.nhs.uk)

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

## Independent living and getting around

**Derby Local Offer** has information about home to school travel assistance for SEND, as well as discounted travel schemes and passes and help with parking. For more information, visit <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/home-to-school-travel/>

**Disabled Person's Rail Card** gives people with Disabilities one third off adult rail fares. For more information, visit [www.disabledpersons-railcard.co.uk](http://www.disabledpersons-railcard.co.uk)

**Learning Disability England** provides information and advice about housing and supported living. For more information, visit [www.learningdisabilityengland.org.uk](http://www.learningdisabilityengland.org.uk)

**Living Made Easy** offers impartial advice and information about independent living for young people and adults. For more information, visit [www.livingmadeeasy.org.uk](http://www.livingmadeeasy.org.uk)

**The Blue Badge Scheme** is for people with severe mobility problems and allows holders to park close to where they need to go. The badge is registered to a person and not to a vehicle. For more information, visit [www.gov.uk/apply-blue-badge](http://www.gov.uk/apply-blue-badge)



## Finance and Benefits

If a person aged 18 and over (with some exceptions people aged 16 or 17), has a low income, long-term illness or disability or is a carer they may be able to claim financial support for living costs. To find out about eligibility and how to claim please refer to the government website: [www.gov.uk/browse/benefits/disability](http://www.gov.uk/browse/benefits/disability)

Means tested benefits are awarded based on your income and how many savings you have. Examples of means tested benefits include Universal Credit and Council Tax support.

**Universal Credit** is a benefit for people aged 18 and over but under state pension age who are on a low income or out of work. It is replacing and combines the following six benefits: Housing Benefit, Income-related Employment Support Allowance (ESA), Income-Related Jobseeker's Allowance (JSA), Child Tax Credit, Working Tax Credit, and Income Support.

It is usually a single payment each month. You can get Universal Credit if you are unemployed but also if you're working. Council Tax reduction can be applied for separately and if awarded, does not reduce the amount of Universal Credit. Eligibility for non means-tested benefits is generally not dependent on income or capital. Examples of non means-tested benefits include new style Employment and Support Allowance and Personal Independence Payment.

**New-style Employment and Support Allowance (ESA)** is a benefit for people aged 16 and over whose 'capability for work' is limited due to an illness or disability. To claim new-style ESA, you must meet the national insurance contribution conditions and undertake a work capability assessment. You cannot claim new style ESA if you claim Jobseeker's Allowance (JSA) or Statutory Sick Pay. However, you may be able to claim Universal Credit in addition to or instead of new-style ESA.

**Personal Independence Payment (PIP)** supports extra living costs for long-term physical or mental illness or disability that is expected to last for 12 months or longer. PIP is divided into two parts which are payments for support with daily living and payments for support with mobility. PIP is gradually replacing Disability Living Allowance (DLA) for people aged 16 and over. For further information and advice please go to: [www.gov.uk/pip](http://www.gov.uk/pip)

## Top Tips

### Benefits

Check child is receiving all the benefits that they may be entitled to. Consider getting a benefits check at your local Benefits Agency office, Citizen Advice Derby.

### Communication

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

### Get involved

Attend your child's transition review meetings, information evenings and job fairs.

### Information and advice

Visit websites including Derby's Local Offer, Derby's Families Information Service (FIS) and Derby SENDIASS.

### Life skills and independence

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

### Money management

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

### Network

Join the Derby Parent Carer Forum (PCF) to exchange information and get mutual support.

### Plan for change

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

### Post-16 options

Visit possible local provision such as sixth form centres, college open days and job fairs.

### Socialising

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

### Talk to your child about leaving school

What they are interested in and what do they want to do?



# Useful acronyms

<b>AAC</b> Augmentative and Alternative Communication	<b>MSI</b> Multi-Sensory Impairment
<b>AAD</b> Adaptive, Assistive Devices	<b>MAPPA</b> Multi-Agency Public Protection Arrangements
<b>ALP</b> Alternative Learning Provision	<b>NatSIP</b> National Sensory Impairment Partnership
<b>ANSD</b> Auditory Neuropathy Spectrum Disorder	<b>NPSLBA</b> National Programme for Specialist Leaders of Behaviour and Attendance
<b>ARC</b> Additionally Resourced Centre	<b>NVC</b> Non-Verbal Communication
<b>ARP</b> Additional Resource Provision	<b>OT</b> Occupational Therapist
<b>ASD</b> Autism Spectrum Disorder	<b>PECS</b> Picture Exchange Communication System
<b>AWPU</b> Age-weighted Pupil Unit (funding related)	<b>PSHE</b> Personal, Social, Health and Economic Education
<b>BOO</b> Basket of Opportunities	<b>QFT</b> Quality First Teaching
<b>BSL</b> British Sign Language	<b>QTMSI</b> Qualified Teacher of the Multi-Sensory Impaired
<b>CAMHS</b> Child and Adolescent Mental Health Services	<b>QTVI</b> Qualified Teacher of Children and Young People with Vision Impairment
<b>CLDD</b> Complex Learning Difficulties and Disabilities	<b>SALT</b> Speech and Language Therapy
<b>CVI</b> Cerebral Visual Impairment	<b>SEAL</b> Social and Emotional Aspects of Learning
<b>CYP</b> Child or Young Person	<b>SILVER SEAL</b> An early intervention for children who need additional support in developing their social, emotional and behavioural skills.
<b>CSE</b> Child Sexual Exploitation	<b>SEMH</b> Social, Emotional and Mental Health
<b>DAF</b> Disability Access Fund	<b>SENAP</b> Special Educational Needs Advisory Panel
<b>dB HL</b> Decibels Hearing Level	<b>SENCO</b> Special Education Needs Co-ordinator
<b>DfE</b> Department for Education	<b>SEND</b> Special Education Needs and Disability
<b>EAL</b> English as an Additional Language	<b>SLCN</b> Speech, Language and Communication Needs
<b>ECAT</b> Every Child a Talker	<b>SLD</b> Severe Learning Difficulties
<b>EHA</b> Early Health Assessment	<b>SLT</b> Speech and Language Therapist
<b>EHCP</b> Education, Health and Care Plan	<b>SMART</b> Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
<b>ELKLAN</b> Training by Speech and Language Specialists to Education Staff	<b>SSE</b> Sign Supported English
<b>ELSA</b> Emotional Literacy Support Assistant	<b>TA</b> Teaching Assistant
<b>EYFS</b> Early Years Foundation Stage	<b>TAF</b> Team Around the Family
<b>FRIENDS</b> An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels	<b>ToD</b> Teacher of the Deaf
<b>HI</b> Hearing Impairment	<b>VI</b> Visual Impairment
<b>LA</b> Local Authority	<b>VOCA</b> Voice Output Communication Aids
<b>LI</b> Language Impairment	<b>YOS</b> Youth Offending Service
<b>LINS</b> Low Incidence Needs Service	
<b>MSA</b> Midday Supervisory Assistant	



We can give you this information in any other way, style or language that will help you access it. Please contact us on **01332 640825** or **derby.gov.uk/signing-service**

#### **Punjabi**

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#### **Polish**

Aby ułatwić Państwu dostęp do tych informacji, możemy je Państwu przekazać w innym formacie, stylu lub języku. Prosimy o kontakt: **01332 640825** lub **derby.gov.uk/signing-service**

#### **Slovak**

Túto informáciu vám môžeme poskytnúť iným spôsobom, štýlom alebo v inom jazyku, ktorý vám pomôže k jej sprístupneniu. Prosím, kontaktujte nás na tel. č.: **01332 640825** alebo na stránke **derby.gov.uk/signing-service**

#### **Urdu**

یہ معلومات ہم آپ کو کسی دیگر ایسے طریقے، انداز اور زبان میں مہیا کر سکتے ہیں جو اس تک رسائی میں آپ کی مدد کرے۔ براہ کرم **01332 640825** یا **derby.gov.uk/signing-service** پر ہم سے رابطہ کریں