

# Preparing for Adulthood

**A guide to transition planning from Year 9  
for parents and carers of young people with  
Special Educational Needs and Disabilities**



# Contents

<b>Welcome &amp; introduction .....</b>	<b>3</b>	<b>Leisure activities and short breaks .....</b>	<b>19</b>
<b>Planning for the future .....</b>	<b>4</b>	Activities Unlimited .....	19
Person centred planning .....	4	Other discounts and initiatives .....	19
One page profiles .....	5	<b>Money and matters .....</b>	<b>20</b>
Transition planning .....	6	Benefits and bursaries .....	20
Moving Into Adulthood plans .....	6	Cost of living payments .....	21
<b>Education and training .....</b>	<b>8</b>	Budgeting .....	21
Pathways and destinations .....	8	<b>Independent advice and support .....</b>	<b>22</b>
Course levels and definitions .....	9	SENDIASS .....	22
Post 16 providers .....	10	Advocacy .....	22
19 and beyond .....	11	<b>Travel and transport .....</b>	<b>23</b>
Apprenticeships and Internships .....	12	Home to education travel .....	23
<b>Preparing for work .....</b>	<b>13</b>	Travel Training .....	23
Volunteering and job coaches .....	14	Endeavour card .....	23
Supported employment .....	14	<b>Suffolk Local Offer .....</b>	<b>24</b>
Access to Work.....	14	<b>Other useful info .....</b>	<b>25</b>
<b>Health .....</b>	<b>15</b>	<b>Blank one page profile .....</b>	<b>26</b>
Transitioning to adult services .....	15		
Annual Health Checks .....	17		
Ready Steady Go .....	17		
<b>Social care .....</b>	<b>18</b>		
Assessments .....	18		
Deputyship .....	18		



# Welcome & introduction

This guide is for parents/carers of young people on SEN support or who have an Education, Health & Care Plan (EHC plan). Suffolk County Council has produced this guide in collaboration with parents, carers, and providers of education and health services including local NHS clinical commissioning groups. We have also talked to families who have been through this experience themselves to ensure that this advice is as useful as possible.

All children and young people deserve a bright future - to belong, achieve, contribute, stay safe and be healthy. The teenage years are a time of change and exploration as they begin the start of their journey towards greater independence and adulthood. For children and young people with special educational needs and disabilities (SEND), starting early to plan and prepare for this transition into adulthood will build their confidence and help make this period in their lives a positive experience.

As parents and carers, you know the needs and aspirations of your children and will play a large part in shaping their future. We hope that this information will help to guide you both.



# Planning for the future

## Person centred planning



Helping your child to start thinking about their future is an exciting process, but it can also seem confusing and worrying. Whatever you and your child are feeling, the most important thing to remember is that they should be at the centre of these discussions.

These are some questions you might like to discuss with your child:

- What does your child enjoy – either at school or at home?
- Does your child have any hobbies?
- What sort of person are they?

For example:

- Do they like being with people?
- Do they like working with animals?
- Do they prefer working outside or indoors?
- Are they creative/musical?
- Do they like working with their hands?
- Do they like order, details or numbers?
- Are they outgoing or do they like to keep to themselves?
- How do they like to learn?
- Do they want to stay near home or be independent?
- Do they want to discover new places and people?
- What kind of environment suits them – busy or quiet?
- Have they got any ideas about what sort of work they would like to do?

It might be helpful to involve the people who know your child well, such as teachers, family and friends, leisure activity leaders, etc. You can also ask for an interview to be arranged with the school's professional careers adviser.

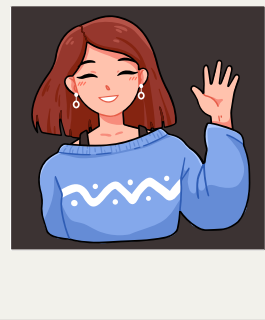


## One page profiles

The one page profile is a good example of a person-centred tool. It should be completed together with the young person and people who know them well. The tool is strengths-based, quick to read and should be kept up to date through their journey.

See page 26 to print out a blank version of the one page profile, or make your own!

Name: \_\_\_\_\_



INSERT PHOTO HERE

(with permission from the young person and parent/carer)

What people like and admire about me.

Ask the people who know the young person - including friends and family, teachers and support workers to say what they like and admire about them.



How best to support me...

This should be a list of how to support the young person. It is information that will help towards creating the best situation and outcome for them.

It includes what people need to either know or do, so that they can help make their time more positive.

It is best to be specific so that if support is needed quickly, someone will be able to plan the right support. It can include what is helpful and what is not.





## Transition planning

Transition means change and it is important to be aware of this. All young people need to make plans for their future. If your child is on SEN support, their school/current setting will provide support with this transition. Speak to your special educational needs coordinator (SENCO) if you feel your young person will need a longer period to prepare.



The needs and desires of the young person should be central to the whole process, and we ask schools to use a process called '**person-centred planning**', to ensure that your child's views are listened to and that their plan is based on what they like to do, their strengths and what is important to them - now and in the future. One example of person-centred planning is a **Moving Into Adulthood / Preparing for Adulthood Plan**.

## Moving Into Adulthood / Preparing For Adulthood Plans

If your child has an EHC Plan, the planning for the future should start as part of the Year 9 Annual Review – this is sometimes referred to as a **transition review**. As well as reviewing their EHC Plan, conversations around transitions and preparing for adulthood should begin and a **Moving Into Adulthood Plan** should be created.

The Moving into Adulthood Plan (sometimes called a Preparing for Adulthood Plan) can also be used to support children and young people without an EHC Plan. This document will be used to plan around the young person's desires, values, family situations, social circumstances and lifestyle as they move into adulthood. It supports children, young people, and their families to make informed decisions about preparing for adulthood through providing good quality information and the support to access it. There is also a focus on supporting independent living, maintaining good health in adult life, and participation in society.

A good, person-centred Moving into Adulthood plan will reflect the needs of the young person and help local services to plan in an appropriate way. It aims to give the young person choice and control over their goals and aspirations, help them access opportunities and provide the support they will need in order to achieve their hopes and dreams for the future.



It is important that you and your young person are involved in choosing who is involved in the preparation of their Moving into Adulthood plan. You can invite anyone you feel is important in shaping your young person's life. This can range from teachers, close friends, therapists, family members to social workers.

Overall, person-centred planning is about working together over time to ensure your child's individual needs are met. This results in a transition plan that better reflects their needs and aspirations and supports them as they prepare for adulthood.

## YEAR 9

If your child has an EHC Plan, they should have a transition review in **Year 9**. This should result in a Moving Into Adulthood plan with clear actions, which will be reviewed and updated annually.

- Your school will organise the meetings on your behalf and support you and your young person through the process. They should also provide materials in a suitable format such as Braille or large print where needed.
- If a professional, such as a health care worker or teacher, cannot attend a review meeting, they should provide you with a written report.
- The plan should include discussions about your child's post-16 options (such as sixth forms, colleges and other providers), with support to set up visits if appropriate.
- To ensure you and your young person get the most out of the planning, it is important to think about what they like and their hopes for the future. Some young people will need more support to do this, therefore it may be helpful to ask others who know them well what they think.

## YEAR 11

If your child has an EHC plan, their Year 11 Annual Review should be held in the early part of the Autumn term, to enable you to let the Local Authority know your preferences for their next phase of education as early as possible. The Family Services team will then liaise with you and the education setting to ensure that decisions are made in good time and amend your child's EHC plan as appropriate, so that everyone can work together to support their transition.

If your child does not have an EHC plan, we recommend that you talk to colleges, sixth forms or other post 16 providers and apply as early as possible. Don't be afraid to ask how they support students with additional needs, and look round as many choices as you can, to get a sense of where would best suit and support your young person in their next phase.



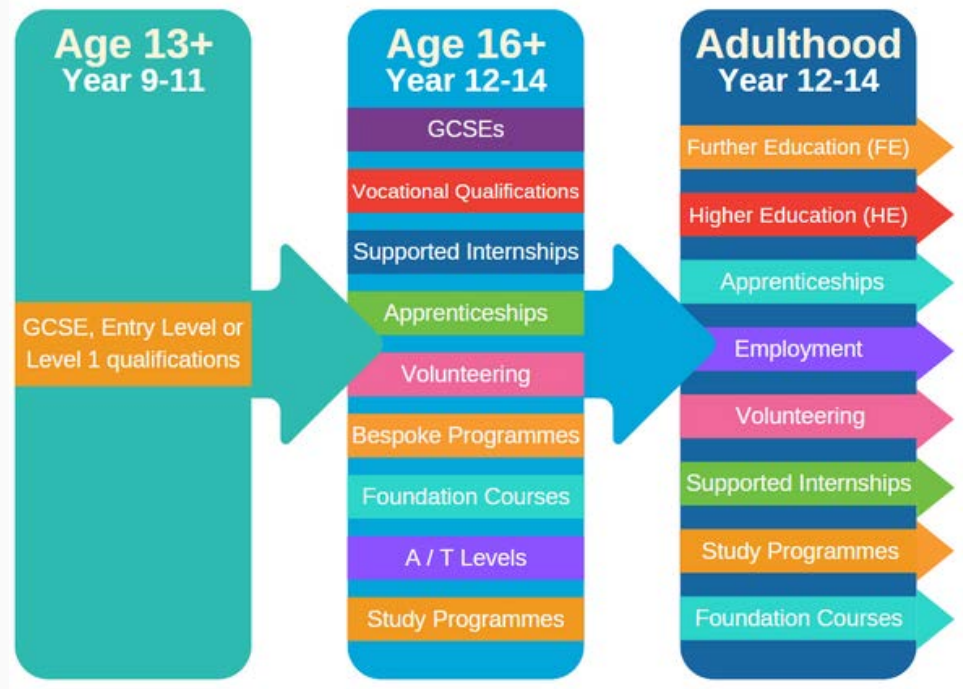
# Education and training

## Pathways and destinations

All young people are required to stay in learning until the age of 18. However, it is important to remember that learning can take place in different settings, including school, college, bespoke programmes or even volunteering.

### Staying on to sixth form

Some schools in Suffolk have sixth forms where young people can continue their learning until Year 14 when they turn 19. They don't have to stay at the same school and they can apply to move to another school sixth form. The decision should be based on what courses are on offer and whether the courses will enable them to progress further towards their planned goal – this might be work or further/higher education.



### From age 16

- Staying in a school setting at a sixth form
- Going to a local FE college, sixth form college or independent training provider
- Choosing to study academic and applied subjects
- Choosing to study practical or vocational subjects
- Joining a Supported Internship programme
- Choosing a bespoke/specialist programme
- Apprenticeship (typically intermediate or advanced level) or employment with training

### From age 18

- Further education at a local FE college or independent training provider – this can be full time or part time depending on the course you choose and your personal circumstances
- Apprenticeships or employment with training, including supported employment
- Higher education (HE), including higher and degree level Apprenticeships





# Course levels and definitions

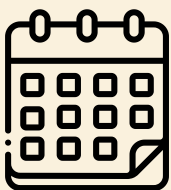
Colleges and Post 16 providers use codes to help clarify who a course would be suitable for. Below you can find a description and a code for each level:

CODE	LEVEL	DESCRIPTION
<b>L4+</b>	<b>Level 4+</b>	HNDs / HNCs / Level 4(+) apprenticeships / Higher Education access courses, degrees and postgraduate programmes.
<b>L3</b>	<b>Level 3</b>	A Level / T Level / BTEC / Level 3 Apprenticeship level.
<b>L2</b>	<b>Level 2</b>	Higher level GCSE (grades 4/5 to 9) or Level 2 Apprenticeship level, including functional skills.
<b>L1</b>	<b>Level 1</b>	Foundation GCSE (grades 1 to 4) or vocational course level, including functional skills.
<b>E3</b>	<b>Entry 3</b>	Learner has basic independence and functional English/Maths skills.
<b>E2</b>	<b>Entry 2</b>	Developing basic independence plus functional English/Maths skills.
<b>E1</b>	<b>Entry 1</b>	Help with developing some basic independence skills. Functional English and Maths skills.
<b>PE</b>	<b>Pre Entry</b>	Focus on learner's experiences and awareness of basic independence skills. Functional English and Maths skills.

**Support for young people is available on all levels according to their needs.**

The following definitions may also be used:

- Education Skills (e.g. English, Maths, IT etc.)
- Work Skills (e.g. communication, CV writing, punctuality and team working)
- Job Training (learning by doing; things specific to a particular job role, such as using a database or how to do certain tasks)
- Life Skills (e.g. travelling, cooking, budgeting etc.)



College courses offer a minimum of 16 hours a week of learning, which may be split over a varying number of days each week. In the other days, you may wish to encourage your young person to explore different activities or do taster sessions etc, to find out what they enjoy and are good at. This will help prepare them for life after college, with choosing further pathways and with getting to know other young people.



## Post-16 providers

### Going to a local college / sixth form / independent training provider



Many students will attend mainstream courses, some with extra support. These post 16 providers offer a wide range of vocational and academic courses for students at all levels, and all provide support for students with additional needs. You can start talking as early as year 10 with your preferred post-16 provider – they will be able to confirm what additional support may be available.

### FOUNDATION COURSES

Many foundation courses are specifically designed for young people with SEND. They aim to increase confidence and develop practical / work-related skills. Some courses focus on developing independent living skills, others on developing skills leading to employment, often focusing on a specific area that the student has shown an interest in.



### Personalised Post-16 Programmes

Even with effective support, some young people with the most complex needs may find it difficult to progress straight into a post-16 learning environment. For these young people, a personalised programme may be a stepping stone to this.

Eligible students will have an EHC Plan clearly evidencing their need for a highly individualised education and social programme due to the level of complexity of their needs and their inability to access learning in a group environment. The need for such a programme will be identified during the planning for adulthood discussions that take place as part of the annual review of a pupil's EHC Plan.

Personalised programmes are offered for a limited period of time (usually no more than a year) with the aims of supporting the young person to move into group learning and make educational progress. They must be relevant to the pupil's long term aims for adulthood and enable progression into a group learning environment. Speak to your child's teacher if you feel this might be the right progression for them.

If your young person's EHC plan is maintained beyond the age of 18, it is likely that it has been recognised that they need to stay in learning longer and will typically have access to longer, full time courses within an FE College.



# Education options 19+



## Adult Education

At 19, all people (with or without SEND) have access to short part time training courses through the Adult Education Budget, to develop their basic skills and prepare for work. Depending on your circumstances, you may need to make a financial contribution towards the course fees. Visit [www.learnsuffolk.org](http://www.learnsuffolk.org) to find out more about Adult Education.



## Higher Education (HE) & Disability Advisors

Young people with a level 3 qualification (e.g. T/A-levels, vocational qualification or apprenticeship) and the desire and capability to study further can choose from a wide range of courses at higher education institutions. From the age of 21, you can also take an access course to help you apply and prepare for university. Many people also choose to reach degree level through an apprenticeship route.

Make sure you let the education provider know if any adjustments are needed to make the course accessible. The earlier they know, the sooner they can plan changes or support. You can discuss the particular adjustments needed and how to arrange them with the staff member responsible for supporting disabled students at the place where they plan to study.

Students with a disability or SEND can access a range of financial and personal support to help them achieve in their studies.

**Search for the contact details of disability advisers at colleges and universities in the UK on the Disabled Student Allowance hub website.**





# Apprenticeships and Supported Internships

## Apprenticeships (age 16+)

'Earn as you learn' apprenticeships combine on-the-job learning with a working environment, allowing young people to experience the workplace and develop their employment skills. Apprentices will receive on and off the job training and will work towards skills for their relevant job role.

Apprenticeships are offered at Intermediate (2), Advanced (3), Higher (4) and Degree (5-7) levels. An apprenticeship is an employed position, so the young person will need to apply through a recruitment process and be successful at interview. On-the-job training is provided by a manager/mentor, with off-the-job-training provided by a training organisation who will visit the workplace - apprentices may also need to attend college/training provider premises. An apprentice earns a salary and is classified as employed rather than a student.

## Supported Internships

Supported internships are personalised study programmes specifically for young people aged 16-24 with an EHCP, designed to enable young people with learning difficulties and/or disabilities to develop the skills they require for workplace. Offered by FE/Sixth form colleges and independent training providers, supported internships offer a combination of time spent learning and time in the workplace. Students have access to a Job Coach who will support them in the workplace and work alongside the tutor whilst students are in college.





# Preparing for work

Employment helps people of all abilities to be independent and feel part of their community.

Work is often an important factor in building someone's confidence, and most young people with learning difficulties or disabilities are capable of working and want to work. For young people with SEND, getting experience of work to develop their skills is very important. It can also help an employer to recognise the skills that the young person can bring to their organisation. Over the next two pages we outline some of the routes that young people with SEND might take to prepare themselves for the world of work.

## Meeting employers

Schools and colleges have a duty to ensure all young people have opportunities to meet with employers during their time in education – an aspect which is inspected by Ofsted. This could be an employer coming to the school or college to talk to students about their job, help with a project, give students opportunities for a mock interview or mentor a student. Many schools hold careers fairs, where students get the chance to talk to lots of employers in one day.

## Work experience

Work experience may be offered to young people during their time in education. This could be for a fixed period of time, such as one full week, or spread over a number of weeks during a term. Schools and colleges can help students prepare for these kinds of experiences.





## Volunteering

Volunteering can also help young people develop skills that will help them in future employment. There are formal programmes such as the Duke of Edinburgh Award or National Citizen Service that some schools and colleges may be involved in. You could also help them to do some voluntary work outside school or college in an area that they are interested in.

## Apprenticeships

Apprenticeships are available for people of all ages up to Level 6 and 7 (equivalent to a full bachelor's/master's degree). This pathway provides substantial training and skill development skills. [Find out more about apprenticeships on page 12 or on the GOV.UK website.](#)

## Employment with training / Job Coaches

If your young person feels confident enough to start work, you might like to encourage them to look for a job that has training and/or job coaching, to help them adjust to the world of work. You can also [contact the disability employment advisers at Jobcentre Plus](#) to find out what other employment-related support they offer.



## Supported Employment

This is a model for supporting people with disabilities to secure and retain employment. There are eligibility criteria which, if met, mean the service is likely to be free. You may also be able to use a Personal Budget issued to your young person to pay for this.

## Access to Work

Access to Work can help if you have a physical or mental health condition or disability. Through Access to Work, you can apply for:

- a grant to help pay for practical support at work
- support with managing your mental health at work
- money to pay for support at job interviews

[Visit GOV.UK for easy read guides explaining Access to Work and how to apply.](#)



## Health



### Transition planning in health services

For young people with continuing health conditions, ‘transition’ in health services means the change from children’s to adults health care services. This is a gradual process where choices will be made around which services will suit them best.

#### **When will my child's health team change?**

Most young people move on to adult health services between 16 and 18. Sometimes young people move from a children’s health service to an adolescent service at 13 or 14 instead of moving straight to an adult service. Your child’s health practitioner will talk this through with you and discuss the best time to make this move.

Transition from child health services to adult health services will mean that your young person may start seeing a different team. They will be given more independence, where appropriate, and will be encouraged to learn about their own health, so that they can be more involved in their healthcare and decision making.

#### **Who can help your child get ready for transition?**

Your GP or another healthcare professional involved with your young person will be able to give you information and support about moving on to adult services.

#### **Making decisions**

Around this time of transition, health staff will begin to spend more time talking directly to your child rather than with you as their parent/carer, although you will still be encouraged to attend appointments with them if necessary.

If they are unable to make their own decisions after the age of 16, their health practitioner may talk to you as their parent/carer about undertaking a mental capacity assessment – which may lead to someone applying to become their deputy with regards to health matters. This is a legally binding process. [You can read more about becoming a deputy here.](#)





## How can my GP help us prepare for adulthood?

Your child's doctor or GP should be involved in the transition planning process. They may become the liaison person between your young person and any therapies or other treatment going forwards. Where a young person has continuing needs and an adult service exists, your health practitioner can refer them on directly. However, they should keep your GP informed.

## Questions you may like to discuss with your healthcare team

- What is the plan for my child's transition?
- When are they moving to adult services?
- Can they choose which adult service they move to?
- What is different about the adult service?
- Can they meet the adult staff before they leave children's services?
- Can they visit the adult service to look around?
- Are there any young people they can talk to about moving to adult services?
- What do they need to know before moving to the adult service?
- When can they start getting more involved in their healthcare?
- How will their condition affect their future education and employment?



## Where possible, a young person should be encouraged to prepare for adulthood by:

- learning about their conditions and treatments
- asking questions at appointments
- taking responsibility for their medicines
- finding out who to contact in an emergency
- starting to make their own appointments
- learning how to store and use useful contact details on their mobile phone





## Other Health Resources



### Learning disability annual health checks

If you are aged 14 and over and have a learning disability, you can ask your doctor for a free Annual Health Check.



Every parent or carer of a young person aged 14-25 with a learning disability is encouraged to support them to make an appointment for this yearly check at their local GP surgery. Visit the Local Offer website Health section or watch these helpful videos on the JustOneNorfolk website to find out more.

### Ready Steady Go

Some health services use the Ready Steady Go Transition Programme (produced by Southampton NHS Trust) to support your child and develop their confidence to understand and look after their own health. Find out more about Ready Steady Go



If your child has multiple complex health issues, your health practitioner may talk to you about some additional resources that could be helpful, such as:

- Communication passports
- Health action plans
- Health passports
- Positive behaviour support plans
- One-page profiles and 'All About Me' to help keep all your information together in one place



Find more health resources at [www.easyhealth.org.uk](http://www.easyhealth.org.uk)



# Social Care



Young people who are leaving care can receive additional support up to the age of 26 – if you are a young person preparing to leave care, your allocated worker should discuss the support available with you. [Find out more about Suffolk's local offer for care leavers here.](#)

If your child has a disability and/or additional needs, they may already have a social worker before their 16th birthday. If this is the case then their social worker will be involved in helping plan their transition to adulthood.

At the age of 16, a young person with SEND who is already receiving support from Children's Social Care and who is deemed likely to need similar support in the future will be identified for a [referral to Adult Social Care](#). At the age of 17 and a half (completed by 18), they will have an eligibility assessment to identify their needs and the support that they may require from Social Care in adulthood.

If your young person is assessed as eligible for continuing support from Social Care:

- The adult team will make contact with you to discuss next steps,
- A Care and Support Plan may also be completed with you (and your young person)
- If your young person is eligible for a Personal Budget from Social Care, a summary indication of the level of funding that may be available will be given to them.

If your young person is assessed as not eligible, you will be given information about the [support available within other sectors, including the voluntary sector](#).



## Deputyship

You can [apply to become someone's deputy](#) if they 'lack mental capacity'. This means they cannot make a decision for themselves at the time it needs to be made. They may still be able to make decisions for themselves at certain times. As their deputy, you'll be authorised by the Court of Protection to make decisions on their behalf.

There are two types of deputy and you can apply for one or both:

- Personal welfare deputy: making decisions about daily routine such as washing and dressing, medical care and moving into care
- Property and financial affairs deputy: managing bank or building society accounts, paying bills, collecting benefits or selling property





# Leisure activities and short breaks

Becoming an adult is an exciting time where many young people gain their independence and enjoy a more active social life. This gives us all a greater sense of wellbeing, helps us become part of the community and enables us to make new friends.

## STOP

**Ask**  
Have leisure time, hobbies and interests been included in your young person's plans for the future?

## THINK

**What's important?**  
Leisure is important and should be part of your young person's Transition Plan.

## DO

**Find out**  
Speak to your child's social worker, school and other parents to find out what is available for them.



Activities Unlimited provides short breaks and leisure activities for children and young people with SEND aged 0-25 in Suffolk, including sport, music, art, drama, gaming and outdoor activities. They also provide Short Break Personal Budgets each financial year for eligible young people up to the age of 18.

[Find out more about short breaks on the Activities Unlimited website.](#)

If you feel that your young person should be eligible for short break support from Adult Social Care, you should request an assessment under the Care Act 2014 by calling Customer First on 0808 800 4005.

### CEA card (cinemas)

The CEA Card is a national card scheme developed for UK cinemas by the UK Cinema Association (UKCA). The card enables a disabled cinema guest to receive a complimentary ticket for someone to go with them when they visit a participating cinema.

[Apply for a free CEA card at www.ceacard.co.uk.](http://www.ceacard.co.uk)



# Money matters

When a young person turns 16, they can claim benefits in their own right. This will affect some benefits that are paid to you, the parent/carer.

During transition, you will need to think about the various forms of financial support and benefits that may be available.

At 16, young people can either claim benefits in their own right, or you will be able to claim on their behalf. It is important that you get independent advice around what benefits can be claimed and how they could affect what payments you already receive before you decide which is the best option for your family.

If your young person is eligible for a service from Adult Social Care, following an assessment they may be offered a personal budget.

## 16-19 Bursary Fund

The 16-19 bursary fund is money the government has given to local authorities, schools, colleges and other education and training providers (education institutions) to support students who need financial help to stay in education.

There are two types of 16-19 bursaries:

- bursaries for defined vulnerable groups of up to £1,200 a year
- discretionary bursaries which institutions award to meet individual needs, for example, help with the cost of transport, meals, books, and equipment.

## Carers discounts

For carers, find out how to get cash back in numerous high street stores as well as discounted rates on energy bills, insurance renewals and lifestyle activities such as the gym, the cinema, days out, travel and free legal advice. [To find out more, visit www.carers.org](http://www.carers.org).

Universal Credit can help you with your living costs if you're on low income or out of work.

[Visit the GOV.UK website for a step by step guide on how to claim.](http://www.gov.uk)



## Cost of living payments

If you receive certain benefits or tax credits, you may be eligible for extra payments from the government to help with the rising cost of living. You won't need to apply as, if you are eligible, you will receive these extra payments in the same way you get your benefits.

You may also receive one or more lump sums of cost of living disability payment.

Visit [www.GOV.uk/guidance/cost-of-living-payment](http://www.GOV.uk/guidance/cost-of-living-payment) for more info on [cost of living payments](#) and [cost of living disability payments](#).

## Budgeting

Recording when and where you spend or earn/receive money is good practice for budgeting. You could consider encouraging or helping your young person to record payments and earnings in a notebook or spreadsheet, ensuring to note both how much money they spent/earned and the new total in their bank account(s).

Additionally, make sure to help them keep on top of their subscriptions and direct debits. Nobody wants to be paying for something they don't use!

For more budgeting tips, visit Scope at <https://www.scope.org.uk/advice-and-support/>.





# Independent advice and support

## **SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service**

SENDIASS provides support to young people with SEND aged 0-25 and their parents, about education, health and social care. They provide legally based, impartial, confidential, accessible and free information and advice. They also offer workshops for parents/carers and practitioners, online and printed information, a confidential helpline and direct face-to-face work.

Contact [enquiries@suffolksendiass.co.uk](mailto:enquiries@suffolksendiass.co.uk) for more info.

## **Advocacy**

An advocate is someone who is independent of social services and the NHS, and who isn't part of your family or a close friend. They will not give you their personal opinion, solve problems or make decisions for you, but they will listen to what you want, support you to speak up for yourself, help you to find information to make informed decisions and take control of your life.

In Suffolk, POhWER, in partnership with ACE Anglia, Suffolk Family Carers, and Suffolk User Forum, provide advocacy for young people. Visit the [POhWER website](#) for more information.

## **Scope**

Scope is a national disability charity that campaigns to challenge and change negative attitudes about disability and provides direct services such as support, information, advice and advocacy to disabled people and their families.

### **Nimbus Access Cards**

The Access Card translates disabilities/impairments into symbols that highlight the barriers young people face. The card informs providers quickly and discreetly about the support young people need and may gain access to things like concessionary ticket prices and complex reasonable adjustments.

For more information, [visit the Nimbus Disability website](#).



# Travel and transport

## Home-to-education transport

The general home-to-school policy of Suffolk county council is that free transport is provided only for children of compulsory school age (from 5 to 16), and so free post-16 travel is not generally available. However, some young people may be entitled to free travel if their EHC Plan specifies this or if they cannot walk because of their additional needs, disability or mobility issues.

Find out more on the [Suffolk on Board website](#).



**endeavour card**

**Aged 16-19?**

**Get at least 25% discount off full price adult fares on participating bus services with a cashless Endeavour Card.**

**[Find out more on the Suffolk On Board website.](#)**



## Travel Training – a step towards independence

Travel training is designed to help people get more from life by giving them the confidence to travel independently. It can help overcome barriers to education, employment and social inclusion by supporting young people with SEND to use all forms of public transport and/or walking routes.

Trainers work one to one with students over a number of weeks to train and assess their ability to make the journeys. Once the trainer is confident that the trainee is ready to become an independent traveller they will be “signed off” and receive a certificate.

If you are unsure whether or not travel training is right for your young person, you can submit a request and a travel trainer will arrange a home visit to talk through the process with you. [Read more about travel training.](#)

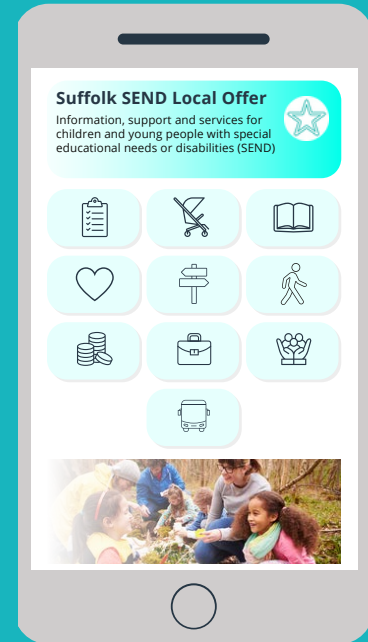






## What is the Local Offer?

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



Suffolk's Local Offer website gives you clear, accessible, information about the services available for children and young people with special educational needs and/or disabilities (SEND).

The website holds details about education, health and care services, as well as leisure activities and support groups – all in one place.

The information available on the website describes the support available to families, and all children and young people with SEND.

This support includes:

- Universal services - for example, early years and childcare providers, schools and GPs
- Short-term support for children and young people with SEND who require additional support (in addition to what's provided by universal services) and
- Specialist services for children and young people with SEND who need specific longer-term support.



# Useful websites

**16-19 Bursary Fund**

**Access to work**

**Activities Unlimited**

**Adult Social Care**

**Advocacy**

**Annual Health Checks**

**Apprenticeships Suffolk**

**Apprenticeships UK**

**Association of National Specialist  
Colleges**

**Base UK - Supported Employment**

**Benefits**

**Care Act 2014 - legislation**

**Care and support assessment**

**Carers Trust**

**CEA card (cinema card)**

**Child benefits**

**Customer First**

**Disability Rights UK**

**Duke of Edinburgh Award**

**Helen Sanderson Associates**

**Icanbea**

**Learn Suffolk**

**Mencap**

**Mental Capacity Act**

**National Autistic Society**

**National Careers Service**

**National Citizenship Service**

**Preparing for Adulthood**

**Scope**

**Suffolk Children in Care**

**Suffolk Hearing Advisory Service**

**Suffolk Local Offer**

**Suffolk Parent Carer Forum**

**The Source Suffolk**



# My One Page Profile

Name: \_\_\_\_\_

