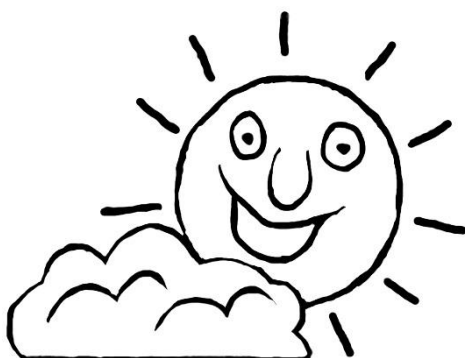


# Preparing for Adulthood

## A Guide to Transition Beyond Portesbery

2020



Portesbery School

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## **1. Introduction.**

**Preparing for a successful transition beyond Portesbery is a process that starts in Year 9. This allows parents and students plenty of time to research and visit the various post 19 options and ensure that the right provision is in place for their son/daughter when they leave Portesbery.**

**The role of the school in transition is to provide support and advice throughout the process but it is essential that parents become proactive from Year 9 onwards as it is you who will make the final decisions and submit applications etc.**

**The earlier that decisions are made then the greater the support that can be put in place to ensure a smooth transition. If college places are sought, teachers can ensure that the paperwork for EHCP reviews reflect this leading up to Year 14, especially the aspirations and targets.**

**There are various options available to students once they leave Portesbery but the two main routes are a college placement (if a student has evidence of the potential to make further educational progress) or a social care package and for some there will be elements of both. E.g. The transition team are responsible for arranging transport to college and for activities for non-college days.**

**As well as preparing for life beyond year 14, parents should also start to think longer term. Some college placements can be as short as 1 to 3 years and so parents must ideally have a plan beyond college before their sons/daughters leave Portesbery.**

## **2. The role of the SEND team.**

**The Surrey SEND team work to the SEND code of practice and the aim is for transition plans to have a person centred approach.**

**A member of the team will aim to attend Annual review meetings for students from Year 12 onwards.**

**The code of practice states that the majority of students should be educated in mainstream/local settings E.g. Merrist Wood, Brooklands. We should be aiming to meet the needs of young people locally without the need to use independent providers and Surrey are working to identify and fill the gaps where possible.**

**The 4 'Preparing for Adulthood' outcomes (employment, independent living, community inclusion and health) are usually more successful if delivered locally.**

**Throughout the process, it is important to keep the needs of the young person at the centre of the process (rather than just the family's wishes). If a residential college placement is being sought, Surrey will look carefully at whether a student's needs could be better met in very personalised supported living alongside a place at a local college.**

**The SEND post 16 team run transition events for parents in each quadrant once a year, where colleges and housing providers are available to offer advice.**

**There is a new transition development post in the education team which mirrors the one in social care. The idea is for them to work together to support transition for each young person.**

**Parents are advised to apply for college places in the Autumn term of a student's final year at Portesbery and to put in as many applications as they feel are suitable.**

**All Y14 transition reviews of EHCPs should be completed by March of the final year to allow time for the documents to go to the funding panel to be reviewed and agreed. Parents can name desired placements in the young person's/parent's aspirations documents but these cannot be named in sections B, E or F of the EHCP review document.**

**Although EHCPs state they are from 0 to 25, there is no legal right to continued education post 19. Therefore, good attendance at school is important and students need to have shown progress over their time at school for the EHCP to continue.**

**If a young person is not going to college then the EHCP will cease. This process will begin from April of Y14.**

**Transport to college comes from the social care budget. However, if a student has a mobility car, then this must be used for transport to college.**

**Surrey local offer website -**

**<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>**

**Surrey SEND information, advice and support service  
(SSIASS) - [ssiass@surreycc.gov.uk](mailto:ssiass@surreycc.gov.uk)**

**01737 737300**

### **3. The role of the Transition Team**

The transition team work with young people from 14 – 25 to ensure a smooth transition from children's services to adult services. Their aim is to promote independence and to help young people maximise their skills.

The transition team try to be involved with a young person through reviews, information gathering, etc. At the age of 18 they become the statutory funding body. They will meet with the young person and their family by the time the young person is 17 ½ years old to carry out a full assessment and ensure that any provision needed is in place.

For a young person who has not had access to children's services, a new referral will be made well before they are 18 by the SEND team.

The transition team support young people in their transition to adult services, including continuing to provide respite and services already in place that are still needed and helping to plan for life after school.

Heather Fortune Gilbert is the Transition team liaison for Portesbery.

The transition team will attend annual reviews (where possible) leading up to a young person's 18<sup>th</sup> birthday, especially where extra support is required.

A Continuing Healthcare Assessment is carried out around the young person's 17<sup>th</sup> birthday to identify the right funding pathway – Continuing Healthcare Team (NHS) (for young people with more complex health needs) or the Transition Team.

**In terms of the transition process it does not matter which funding pathway is taken – the same provisions can be accessed.**

**At 17/18 each young person will have an 'Adult social care assessment' to see if they are eligible for services from the transition team as well as the funding required for their social care package.**

**After the assessment, the young person and/or their families will be notified and sent a copy of the assessment.**

**The transition team will then put a support plan in place to ensure that the young person's social care needs are fully met. This may include a Personal assistant (PA), day centres/activities, supported living etc.**

**The plan is then authorised by a manager and can take 6-8 weeks to put in place. It is then reviewed after 3 months, 6 months and eventually annually.**

**Parents can also have a carer's assessment 6 months before their son/daughter turns 18. This assesses the support that you may need in your caring role.**

**Each young person will also have a financial assessment to assess what benefits they are receiving and whether they will be required to contribute to their support package.**

**It is important to note that if the young person has a mobility car as part of their support package then this will most likely be required to transport them to/from respite and day services.**

**Funding for social care packages can be provided in different ways:**

- 1. Directly from Surrey County Council to the provider but Surrey must have a contract with these providers, so it can be restrictive.**
- 2. Pre-paid account or Direct payments – where the young person has an account in their name (or a 3<sup>rd</sup> party), and money from SCC is paid monthly from the support plan. This gives greater flexibility with providers and meeting social care needs. (With direct payments the family must collect receipts etc and submit these to Surrey.)**
- 3. Supported managed accounts – Surrey will manage the direct payments for the young person.**

**Surrey Independent Living Council (SILC) can help to support families with the administration and legalities of direct employment of PAs, etc.**

**Once the payment method is agreed and the provision is ready the support package starts.**

**There is an agreement that the money is only used for what is on the plan. Families can ask permission to use it on something different but this **MUST** be approved by the transition team.**

**If there are any issues a re-assessment can be requested.**

**Transition team: 01276 800270**

**(9am to 5pm Mon to Fri)**

**[transitionteam@surreycc.gov.uk](mailto:transitionteam@surreycc.gov.uk)**



## **4. What to expect during the transition process:**

### **Years 9 to 11: (Students aged 13-16)**

- From Year 9 onwards, parents/carers will be supported through the transition process.
- A SEND transition plan will be started, noting any options to explore. The support needed to explore these options will also be identified. This document will be updated at each subsequent annual review. The transition team (social care) would also hope to attend.
- The local offer website provides up to date information about provisions available in Surrey.
- Transition events are held throughout the year and are a really good source of information about different providers.
- Good attendance at school is important over the next 5 years if a college place is sought, as progress throughout KS 4 and 5 must be evident at the Year 14 ECHP review to secure funding for a college place.

#### **Action points for parents/carers:**

- **Attend Annual Reviews with ideas of what you would like for your son/daughter beyond Portesbery.**
- **Look at the Local Offer website**
- **Attend transition events and meetings that are arranged.**
- **Start visiting colleges and providers and put your young person's name on waiting lists if required. Whilst Portesbery, the SEND team and transition team can give advice and support, it is the parents'/carers' responsibility to look for and decide on, the next placement.**
- **Seek advice about benefits that will become available when your son/daughter becomes 16.**

## **Year 12: (Students aged 16-17)**

- Students are assessed against the qualification they are taking – Personal Progress or Personal and Social Development. These are both through ASDAN.
- Students will be referred to the transition team.
- As part of the Post 16 curriculum, most students will access a college link programme to begin to familiarise themselves with a college setting and for staff to assess whether a college placement will be appropriate for each student at 19.
- It is important to note that all students will become 18 during the following school year (Year 13), some as early as September, and lots of their regular activities, clubs and respite will stop at this point. Parents should start looking ahead to finding suitable adult activities/ clubs/ respite during Year 12. Some applications for clubs need to be made 6 months prior to joining to allow for assessments etc.

### **Action points for parents/carers –Year 12:**

- Continue to attend transition events and meetings.
- Re-visit colleges as courses can change and start to come up with a list of preferences.
- Make sure the transition team know that your son /daughter will soon be turning 18 in the next year.
- Put young person's name on the housing register – even if you are not looking for supported living immediately.
- Start looking for suitable new activities, clubs, respite for adults – see section 13.

## **Year 13: (Students aged 17-18)**

- **All young people will have an assessment by the Transition team – this will usually have been done by 2 months before their 18<sup>th</sup> birthday.**
- **The transition team are invited to annual reviews.**
- **We will start students going to visit possible post 19 placements, with possibly a regular weekly time to join in sessions there.**

- School and parents will work with the students to prepare them for transition into different adult services.

### **Action points for parents/carers – Year 13:**

- Continue to attend transition events and meetings.
- Decide on a plan A and have an appropriate plan B as back up.
- Find out how to apply for places at the different providers and note any deadlines.
- Contact the transition team if you have not had an assessment 2 months before your son/daughter's 18<sup>th</sup> birthday.
- Seek independent advice about changes to benefits when the young person becomes an adult.
- For students with complex medical needs, complete a Continuing Healthcare Assessment.
- If your son/daughter has a high tech communication device that is not their own (e.g. Podd iPad), start enquiring about how ownership will be transferred to your son/daughter when they leave Portesbery and how it will be updated etc
- For students with physio, SaLT and sensory OT needs check a referral has been made to the CTPLD (Community Team for People with Learning Difficulties). They will provide these services once the young person leaves school.
- Also look at physio equipment that is used in school and investigate whether this can be transferred to their new setting.

## **Year 14: (Students aged 18-19)**

- By the time students start Year 14, parents should have a clear idea of what provision is sought so that plans can be finalised. Whilst school, the SEND team and the transition team can give advice and support, it is the parents'/carers' responsibility to look for and decide on, the next placement.
- EHCP reviews will be held before December.
- Applications for colleges/social care providers are submitted.
- Assessments for colleges will begin in October/November.
- Once a place and funding is confirmed, school will liaise with the providers to arrange transition visits/taster days supported by school staff to ensure a smooth and successful transition and that essential information is handed over. Providers are also invited into school to carry out their own assessments.
- School will ensure that all relevant information is passed onto the new settings and support placement visits to school to meet the students.
- For students who are moving to a social care provision with no full time college placement or supported internship, their EHCP will cease.
- Students will have their ASDAN personal progress units accredited and parents will be invited to an awards ceremony.

### **Action points for parents/carers - Year 14:**

- Continue to attend transition events and meetings.
- Submit applications for colleges and social care providers.
- Come to the Year 14 EHCP review with a clear plan in mind either for college or social care.



## 5. Local sector colleges

- Most local colleges offer a life skills course with opportunities for supported work experience.
- Application processes vary between the different colleges – so it is important for parents to find out the application deadlines/ procedures for the colleges they are interested in.

College	Contact details	Summary of services provided.
Merrist Wood (Guildford College)	<a href="http://www.guildford.ac.uk">www.guildford.ac.uk</a> 01483 448585 0800 612 6008 <b>Worplesden (Guildford)</b>	Safe and secure 'Supported Learning Centre'. Curriculum focussing on developing life and independence skills through a variety of subjects. Current accepting students at P4/5 and above. 4 days per week 9.30 – 3pm
Brooklands	<a href="http://www.brooklands.ac.uk">www.brooklands.ac.uk</a> info@brooklands.ac.uk 01932 797 700 <b>Weybridge</b>	Mainstream college with a supported learning department, including new ASD provision.
East Surrey College	<a href="http://www.esc.ac.uk">www.esc.ac.uk</a> <a href="mailto:clientservices@esc.ac.uk">clientservices@esc.ac.uk</a> 01737 788444 <b>Redhill</b>	Life Skills – SEND programme with a variety of courses promoting inclusion and personal development.
Nescot	<a href="http://www.nescot.ac.uk">www.nescot.ac.uk</a> Preparation for Life and Work Dept 0208 394 1731 <b>Epsom</b>	Foundations course Up to 3 year course 4 days per week (16 hours – mixed hours) Currently Woodlands' link college

## 6. Independent Colleges.

- Parents are advised to look at the Natspec colleges directory available at [www.natspec.org.uk](http://www.natspec.org.uk) for up to date information on colleges.
- Independent colleges can be day and/or residential.
- Funding for independent colleges is usually ONLY agreed if a local college cannot meet the needs of a student AND that student clearly shows potential for further progress in education.
- It must also be considered that after completing courses at independent colleges, some students find it hard to transition back to their home locality and transfer the community skills they have learnt.
- Below are some of the more local independent colleges.

PROVIDER	Contact details	Summary of services provided.
Nash College	<a href="http://www.nashcollege.org.uk">www.nashcollege.org.uk</a> <a href="mailto:admin@nash.livability/org.uk">admin@nash.livability/org.uk</a> 0208 315 4800 Bromley, Kent	Different curriculum models for ASD, SLD, PMLD students. Day or residential provision.
Orchard Hill	<a href="http://www.orchardhill.ac.uk">www.orchardhill.ac.uk</a> <a href="mailto:enquiries@orchardhill.ac.uk">enquiries@orchardhill.ac.uk</a> 0345 402 0453 Several locations across South London and Surrey.	Day college offering courses for SLD, PMLD, ASD
Orpheus Centre	<a href="http://www.orpheus.org.uk">www.orpheus.org.uk</a> <a href="mailto:enquiries@orpheus.org.uk">enquiries@orpheus.org.uk</a> 01883 744664 Godstone, Surrey	Specialist college offering a learning programme, supported housing and a domiciliary home service. A curriculum with a focus on arts, performing arts and independence.
Treloar College	<a href="http://www.treloar.org.uk/college">www.treloar.org.uk/college</a> <a href="mailto:info@treloar.org.uk">info@treloar.org.uk</a> 01420 547400	Residential college offering a life and living skills curriculum for students working at pre-entry 1 to level 3.



	<b>Alton, Hampshire</b>	
<b>Young Epilepsy (St Piers)</b>	<b><a href="http://college.youngpilepsy.org.uk">college.youngpilepsy.org.uk</a> <a href="mailto:education@youngpilepsy.org.uk">education@youngpilepsy.org.uk</a> 01342 831348 <b>Lingfield, Surrey</b></b>	<b>Day or residential college for with autism, epilepsy and other neurological conditions or special needs.</b>

## 7. Social care/Day service providers:

- Some social care providers have links with local colleges for part time courses.
- Some residential providers also provide day services without the requirement to be a resident – these are listed in section 8.

<b>PROVIDER</b>	<b>Contact details</b>	<b>Summary of services provided.</b>
<b>Avenues</b>	<b><a href="http://www.avenuesgroup.org.uk">www.avenuesgroup.org.uk</a> <a href="mailto:info@avenuesgroup.org.uk">info@avenuesgroup.org.uk</a> 0300 323 0405 <b>Surrey, London, Kent</b></b>	<b>Outreach services offering support.</b>
<b>County care</b>	<b><a href="http://www.countycare.co.uk">www.countycare.co.uk</a> <a href="mailto:info@countycare.co.uk">info@countycare.co.uk</a> 01483 224183</b>	<b>Specialist support provider – outreach support, social &amp; leisure activities, daytime opportunities, daytrips, supported holidays.</b>
<b>Crossroads care</b>	<b><a href="http://www.crossroadscaresurrey.org.uk">www.crossroadscaresurrey.org.uk</a> <a href="mailto:enquiries@crossroadscaresurrey.co.uk">enquiries@crossroadscaresurrey.co.uk</a> 01372 869970</b>	<b>Highly trained Carer Support Staff provide carer respite breaks for 3 hours per week. Clubs available.</b>

<b>Dramatize</b>	<a href="http://www.dramatize.co.uk">www.dramatize.co.uk</a> <a href="mailto:info@dramtize.co.uk">info@dramtize.co.uk</a> 07912 183085 / 01784 250816 Ashford, Middlesex	Dramatize is a theatre company for individuals with learning disabilities. The day service runs 5 days a week (9-4), 50 weeks a year. Programme includes - creative skills, life skills, community visits, healthy living.
<b>The Grange</b>	<a href="http://www.grangecentre.org.uk">www.grangecentre.org.uk</a> <a href="mailto:info@grangecentre.org.uk">info@grangecentre.org.uk</a> 01372 452608 Based in Bookham	A day service (5 days a week) offering life skills, vocational and leisure activities. Also offer supported living.
<b>Grassroots</b>	<a href="https://grassrootproject.org/">https://grassrootproject.org/</a> <a href="mailto:lee.wilkins@grassrootsproject.co.uk">lee.wilkins@grassrootsproject.co.uk</a> 01784 472005 Based in Egham	A day service (9am-4pm) offering activities in a 'hands on' environment. E.g. gardening, woodwork, cooking, day trips, sports.
<b>The Grove Resource Centre</b>	<a href="http://www.voyagecare.com/service/grove-resource-centre/">www.voyagecare.com/service/grove-resource-centre/</a> 0800 0353776 Based in Hindhead	Offers a day service and respite support for parents or carers. Provide sensory-therapeutic sessions and independence and life skills sessions for people with learning disabilities and additional physical disability and complex needs. Has hydrotherapy pool.
<b>Halow</b>	<a href="http://www.halowproject.org.uk">www.halowproject.org.uk</a> 01483 447960 Based in Guildford.	A registered charity providing opportunities and support for young people to access social activities, community based learning and work like experiences. Halow care provides a 1:1 buddy service.

My Time	<a href="http://www.sabp.nhs.uk/mytime">www.sabp.nhs.uk/mytime</a> 01372 203164 Hubs in Epsom, Reigate, Croydon, Chertsey.	Day services for Adults with learning disabilities including Autism.
Parity for Disability	<a href="https://parityfordisability.org.uk/">https://parityfordisability.org.uk/</a> <a href="mailto:info@parityfordisability.org.uk">info@parityfordisability.org.uk</a> 01252 373581 Based in Farnborough, Mychett, Camberley.	At Parity day adults with multiple disabilities aged 18+ continue learning, achieving and being a part of the wider community, supported by trained, caring staff. Day services.
Post 19	<a href="http://www.post19.com">www.post19.com</a> <a href="mailto:rob@post19.com">rob@post19.com</a> Rob Power 01252 723135 Based in Farnham	An alternative to traditional colleges/day centres. Full or part time placements, 50 weeks per year. (9am – 4pm) as part of a life skills training programme.
St George's Clubhouse Project	<a href="http://www.clubhouseproject.org.uk">www.clubhouseproject.org.uk</a> <a href="mailto:lisa@theclubhouseproject.org.uk">lisa@theclubhouseproject.org.uk</a> Lisa Littlewood 01932 988708 Based at St George's college, Addlestone.	A Life Skills Day Service for young adults with learning disabilities. They offer a variety of in-house and community based daytime activities and are committed to maximising personal choice and promoting independence in a kind and caring environment. Open 51 weeks a year, Mon – Fri 9am-4pm
Surrey Choices	<a href="http://www.surreychoices.com">www.surreychoices.com</a> <a href="mailto:info@surreychoices.com">info@surreychoices.com</a> 01483 806806 Various hubs across Surrey	Employability, Day Services at various hubs around Surrey, Shared Lives, Short breaks, PA service.
The National Autistic Society	<a href="http://www.autism.org.uk">www.autism.org.uk</a> 01483 861600 Godalming	Day services for adults with Autism.
Rendezvous at White Lodge	<a href="https://www.whitelodgecentre.co.uk/what-we-do/adults">https://www.whitelodgecentre.co.uk/what-we-do/adults</a> 01932 567131 Chertsey	Provide day services with different activities and courses on offer throughout the year. Also provide

		services for families and carers.
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## **8. Social care - Residential/Housing and Supported Living**

If you are looking at supported living for your young person, please talk to the transition team. They will complete an e-brokerage form with you that is then sent out to the providers in the county. You will then be invited to go and view suitable provisions.

This process is about finding the right place for your young person – you don't have to take the first place that is offered.

If you are thinking of this the longer the time available the better – this means you can then look for appropriate provision that meets the needs of all rather than having to rush into something in an emergency situation.

Most providers are now moving towards a 'supported living' model rather than 'residential'. The provision is very similar. There are just differences in how it is funded. Supported living gives the young person (and their appointees) more control over how their money is spent.

## **9. Choosing a provider - key considerations and questions to ask when visiting different providers.**

### **Prior to visits:**

- Look at the provider's website to gain the key information about their aims, what their program offers and who it is suitable for.
- Make a list of questions to ask.
- Decide if you will take your son/daughter with you.

- Look at where it is located. Is transport provided? How long will the journey take on a normal day?
- Will you be able to meet key staff and/or observe what other service users are doing during the visit?

### **Colleges:**

- How many days per week in college and what are the hours/holidays?
- How many years is the course and how frequently is the place/funding reviewed?
- What are the transport arrangements to/from college?
- What are the student numbers in a class/group and what is the student/staff ratio?
- What does the daily timetable look like?
- What does the curriculum offer and what subject areas are covered/available? Do students get a choice of subjects?
- How often do students access the community?
- Do you offer any residential trips?
- How does the college communicate with parents/carers?
- Are there nurses/therapists on site?
- Can you support my son/daughter's current method of communication?
- Are you able to update communication aids/high tech devices?
- How are the students prepared for transition beyond college?
- Are there any links with supported living provisions?
- Do you offer taster days/transition visits once funding is agreed?

### **Social care:**

- What are the ages of the other clients?

- What opportunities are there to access the community?
- Do the clients have opportunities to go on holidays/short breaks?
- What is the structure of the day?
- How many people in a group and what is the staff to client ratio?
- What therapy services can you provide?
- Is there a nurse on site?
- What opportunities are there for socialising with others?
- How do you communicate with parents?
- What happens if a PA is off sick and cannot support a young person – will there be cover?
- Do you offer taster days?

### **Key considerations after visiting provisions:**

- Was it welcoming?
- How far away is it and how will your son/daughter get there?
- Did the students/clients seem happy/motivated and engaged in their learning or activities?
- Can you see your son/daughter at this provision?
- Are the activities meaningful and age appropriate?

### **10. Financial and Legal considerations.**

It is important that parents seek independent advice about benefits that are available from the age of 16. Some benefits that are available at 16 can stop eligibility for other ones and therefore benefits should be worked out on an individual basis and parents need to look closely at what is best for their family situation.

Staff at Portesbery School are unable to fully advise on this.

**Social workers/case workers and your local citizens advice bureau should be able to advise you.**

**However, some of the key benefits that your son/daughter might be eligible for are:**

- **PIP – Personal Independence Payment for 16+**
- **ESA – Employment and Support Allowance**
- **16-19 vulnerable student’s bursary – applied for via school**
- **Carer’s allowance – for parents/carers.**

**You will receive a letter about Child Benefit when your son/daughter approaches the end of Year 11, asking if they are staying on in education etc in order for you to continue claiming it. It will ask what course/qualifications your son/daughter is studying. The qualification we work towards at Portesbery in Post 16 are either ASDAN Personal Progress or ASDAN Personal and Social Development. Your class teacher will be able to tell you which qualification your young person is working towards.**

**Independent advice should also be sought about opening bank accounts for students as many parents have found that leaving this until a young person is 16 is often too late.**

## **11. Deputyship**

**Deputyship is the legal framework that gives named adults the legal rights to control another adult’s finances and to make decisions about their health and welfare, including where they live. It has to be set up through the court.**

**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.

There are two types of deputyship -

Property and financial affairs deputy - You'll do things like pay the person's bills or organise their pension.

Personal welfare deputy - You'll make decisions about medical treatment and how someone is looked after.

For more information talk to your young person's social worker or school. You can also look on the website - [www.gov.uk/court-of-protection](http://www.gov.uk/court-of-protection).

## **12. Supporting young people through the transition process.**

It is essential to promote independence wherever possible. At home, try to involve your son/daughter in household tasks where appropriate e.g. planning meals, making shopping lists, shopping trips, cooking, making beds, laundry, cleaning, gardening etc. These are also the outcomes that social care provisions will work towards.

Students in Post 16 will be given opportunities to take part in a residential trip each year. This gives students the chance to spend time away from home and increase their independence and social skills while trying new and challenging activities.

Most providers allow for some taster/transition days once placements and funding have been secured. School staff will accompany students on these visits to support the transition.





## 13. Other sources of support

PROVIDER	Contact details	Summary of services provided.
Action for Carers	<a href="http://www.actionforcarers.org.uk">www.actionforcarers.org.uk</a> <a href="mailto:info@actionforcarers.org.uk">info@actionforcarers.org.uk</a> 01483 302748	Support and advice for carers
Carer Information Update	Lisa Woodruff Ask the transition team to add you to the mailing list.	Lisa is a carer support worker who sends out monthly emails with information about respite options/ day services.
Cerebra	<a href="http://w3.cerebra.org.uk">w3.cerebra.org.uk</a> <a href="mailto:enquiries@cerebra.org.uk">enquiries@cerebra.org.uk</a> 01267 244200	Offers lots of advice and factsheets, parent guides including legal and financial advice.
Citizens advice	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a> 03444 111 444	Benefits advice
Family Voice Surrey	<a href="http://www.familyvoicesurrey.org">www.familyvoicesurrey.org</a> <a href="mailto:contact@familyvoicesurrey.org">contact@familyvoicesurrey.org</a> 01372 705 708	
Linkable	<a href="http://www.linkable.org.uk">www.linkable.org.uk</a> <a href="mailto:lesley.melling@linkable.org.uk">lesley.melling@linkable.org.uk</a> 01483 770037 Woking	Social groups Holidays for 18-25s
Mencap	<a href="http://www.mencap.org.uk">www.mencap.org.uk</a> 0808 808111	Lots of advice and support on their website for young people with disabilities and their families
Surrey Autism Partnership board	<a href="http://www.surreypb.org.uk">www.surreypb.org.uk</a>	Lots of information about benefits, carer support, transition etc.
Surrey disabled peoples partnership	<a href="http://www.sdpp.org.uk">www.sdpp.org.uk</a> 01483 750973 Surreyhubs - <a href="http://www.thesurreyhubs.org.uk">www.thesurreyhubs.org.uk</a>	Information and advocacy services  Surreyhubs provide information and support to help people stay independent.

Surrey Independent Living Council (SILC)	<a href="http://www.surreyilc.org.uk">www.surreyilc.org.uk</a> <a href="mailto:admin@surreyilc.org.uk">admin@surreyilc.org.uk</a> 01483 458111	Practical advice on staying safe and independent at home Support with budgets, bank accounts and financial management Support recruiting and employing care workers and personal assistants
Surrey Information point	<a href="http://www.surreyinformationpoint.org.uk">www.surreyinformationpoint.org.uk</a> <a href="mailto:mash@surreycc.gov.uk">mash@surreycc.gov.uk</a> 0300 470 9100	Local information for young people and their families.
Together for short lives	<a href="http://www.togetherforshortlives.org.uk">www.togetherforshortlives.org.uk</a> 0808 8088 100	Information and advice for parents and professionals

## 14.Clubs and activities available at 18.

- Clubs and activities that are available at 18 (while students are still at Portesbery):

PROVIDER	Contact details	Summary of services provided.
Challengers Young Adults	<a href="http://disability-challengers.org">disability-challengers.org</a> <a href="mailto:PlayandLeisureTeam@disability-challengers.org">PlayandLeisureTeam@disability-challengers.org</a> 01483 230 939 Epsom, Farnham, Guildford	Schemes for 18-25s Evenings, weekends and holidays
Jets at White Lodge	<a href="http://www.whitelodgecentre.co.uk">www.whitelodgecentre.co.uk</a> <a href="mailto:reception@whitelodgecentre.co.uk">reception@whitelodgecentre.co.uk</a> Amy 01932 577961 Cherstey	Activities for 18 – 25s 1 <sup>st</sup> and 3 <sup>rd</sup> Saturday of every month Flexible running hours

Mencap	<a href="http://www.mencap.org.uk/advice-and-support">www.mencap.org.uk/advice-and-support</a> Search for groups near you.	Activities for young people Respite and short breaks
Ymca – East Surrey	<a href="http://www.ymcaeast Surrey.org.uk">www.ymcaeast Surrey.org.uk</a> <a href="mailto:admin@ymcaeast Surrey.org.uk">admin@ymcaeast Surrey.org.uk</a> 01737 779979 Redhill	From December 2017, they are increasing their short breaks and respite services

### 15. Support at Portesbery.

This pack will be given out to students in Year 10 with any updates provided in Year 12 alongside the checklist pack.

If you have any suggestions or hear of new providers to add or if any info becomes out of date, please email me with the up to date information.

We are happy to accompany parents on visits to colleges and social care providers.

An annual transition event will be organised – please attend these where possible. This is usually linked with parents’ evening in the Spring Term.

**KIRSTY HODGE: ASSISTANT HEAD - SECONDARY**

[kirsty.hodge@portesbery.surrey.sch.uk](mailto:kirsty.hodge@portesbery.surrey.sch.uk)

01252 832100

With great thanks to Ailsa Rea, Woodlands School for her work developing this pack.