

Working In Partnership

Transitions Information pack



Transitions Pack

As part of our aim to improve transitions for young people with learning disabilities in North Somerset we are producing an information pack about the transition process, aimed at parents and carers.

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Introduction

This pack has been created to help support parents/carers and young people through the process of transition and to help them to feel confident about what will happen in the future.

Some of the information contained within this pack may only be relevant to those young people with a learning disability who are eligible for support from social services. This is explained within the pack.

This pack also contains information for young people other additional health needs.

Transition planning for young people with learning difficulties and disabilities

Transition planning is the process of planning for a young person's future and should include all aspects of their life. It happens **within schools for all young people with a Statement of Special Educational Needs**, and takes place between the **ages of 14 and 19**.

Transition planning:

- prepares the way for a successful and smooth transition
- enables parents/carers and young people to understand what is available to them in the future
- ensures that services can plan for the young person's future in a co-ordinated way
- considers every aspect of a person's life
- are reviewed and updated annually

Who is involved in Transition Planning?

- **Connexions** will be present at the meetings and will produce a report which will contribute to the Transition Plan
- Other people who may also attend include: the **young person**, their **parents/carers**, key staff from **school**, a representative from Children and Young People's Services, a representative from **any other agency who will be helping to plan for the future** where relevant (e.g. social services, health, voluntary organisations)

What happens?

- Parents and young people need to be **prepared** for the meeting
- Information produced will be **accessible** to parents and young people
- The young person will be involved in a **meaningful way**

When should all of this happen?

Years 8 (Ages 13)

Parents and young people need to begin to think about preparing for the year 9 Transition Review. Things that need to be thought about could include:

- what the young person wants to do when they reach 16 (or older if they stay on at school)
- how they are going to make their plans happen
- who can help them

It could cover many parts of the young person's life including: education, training, getting a job, housing, health, transport, leisure.

The Connexions PA will be available in school if the parent/ carer or young person has any questions.

Year 9 (Age 14)

The school review in this year is the 'Transition Review' and this is when the transition plan is started. This includes plans for the future, what support is needed, what the young person wants etc. The Transition Plan created from this meeting will then be sent to everyone involved in the Transitions Review.

Years 10-14 (Age 15-19)

An annual review will be held within school to review how the young person is progressing at school and to review the Transition Plan. It is important to make sure that the support put in place for the young person's transition is still the right support and is based around what they want to achieve in the future.

Years 11 - 14 (Age 16-19)

Some young people leave school at 16, some not until they are 19. The Transition Plan will be reviewed annually to ensure that the right services are going to be in place for the young person.

When the young person leaves school the Connexions personal adviser will also produce a report to support the young person's progression into further education and this report is called an 'Section 139a'.

What is a Section 139a assessment?

- It is an assessment of:
 - a young person's education or training needs
 - the support they will need to achieve their goals

Who gets an assessment?

- A young person will get one if they are leaving school or college to take up a different course at a college or going on to work-based learning **and** have:
 - a Statement of Educational Needs OR
 - needs extra help at school.

What happens to the information?

- The information is put into a report.
- The report will be shared with the college or work-based learning provider the young person has chosen to go to. This will help to make sure they get the help they need to manage their course or training.
- We will only share the information if the young person has told us it is okay to do this.

Who is involved?

- The young person. Their opinions are the most important.
- Their Connexions personal adviser.
- Other people might include:
 - Parents/carers
 - teachers and other school staff
 - the young person's social worker (if they have one)
 - their health worker (if they have one)
 - other professional people who have been supporting them.

After leaving school

Things in the transition plan will now be happening.

The Connexions personal adviser will contact the young person and/or the parents/carers to see how the young person is getting on.

A young person may move on to employment, further education, their own home or day opportunities provided by social services - these options are all discussed in the pack.

To contact Connexions North Somerset please see - www.connexionswest.org.uk or phone 01934 644443

If you have a social worker this is the transition process from Disabled Children's Team (Complex Additional Needs Service) to Community Team for People with Learning Disabilities (Adult services)

14 Years Old

Social worker in Disabled Children's team sends **Transition Profile** to the Community Team for People with Learning Disabilities (Adults). If the young person has a **moderate to severe learning disability**.

If children are not known to social services they can be referred directly from Connexions. The Transitions Social Worker meets regularly with Connexions to check eligibility of children who will require support with their transition. The Transitions Social Worker will record and liaise with Connexions when a referral is required.

Children's and Adult's Social Workers check that young person meets the criteria for adult CTPLD (see eligibility criteria in the pack).

If not: sign-post elsewhere to other services that could support for example, Connexions Advisor, Supporting People and other voluntary organisations.

If yes: Transition Social Worker in CTPLD keeps makes a record of the individual and will liaise with relevant team when a referral is required.

16 years old

Transition assessment started by Disabled Children's Team, and completed with the young person and their family.

Transition Assessment sent to Transition Social worker in Community Team for People with Learning Disabilities.

17 years old

Young person is allocated to a social worker in the Community team for People with Learning Disabilities, to working together with the Children's team, the young person and their family, to plan for the move to Adult services (**if the young person's needs are very complex this can happens at an earlier stage depending on an individual's needs**).

Social workers in Children's and Adults services attend transition reviews and work closely with Connexions to plan for the future. If funding is required post-18, application is made to funding panel in Adult Services.

18 years old

Young person transfers to adult team

Please note, if your son or daughter primary need is their physical disability they will be passed to Adult Care rather than the Community Team for People with Learning Disabilities. When people are referred to Adult Care, the same process will take place as detailed above.

Transition planning for young people with a diagnosed Mental Health needs

Transition planning is the process of transfer of care of a young person from the Children and Adolescent Mental Health Services (CAMH'S) TO Adult Mental Health. This should commence when the person is approximately 17½ years old allowing a six month period for the transition process to take place.

Transition planning should include:

A full assessment of your needs

Information about reasonable choices you can make regarding your care.

Consideration of transfer of care.

A multi-disciplinary Integrated Programme approach.

Your care plan which will be reviewed and updated annually.

The Integrated Care Planning (ICPA) Approach

This policy describes the way in which all the people who are involved in your care, including both Health and Social Services, assess your individual needs and plan with you for your care and treatment.

Who will be Involved in your ICPA Meeting

You, your carer and family will be involved in discussing and agreeing your Health and Social Care needs.

A meeting will be arranged with you and your allocated care co-ordinator, normally well in advance.

The meeting will include other professional people such as your doctor, Community Psychiatric Nurse.

Social worker, psychologist, the care co-ordinator will be responsible for implementing your "care plan" and ensuring that your needs are met.

Your Care Plan

Your care plan is an agreement between you and health/social services professional about how we are going to meet your needs. The care plan is a written document which is reviewed regularly.

Who we work with

The Integrated Community Mental Health Teams work with people who have a diagnosed severe and enduring Mental Health needs.

Support Funded by Social Services/Primary Care Trust

An Individual is able to apply for funded Support via Social Services/Primary Care Trust. This could include respite care, home care, residential nursing care. In these instances the cases need to be brought to the Joint Mental Health Funding Panel for consideration.

Domiciliary care

If you require encouragement to participate in daily living skills and community activities we can provide domiciliary carers to assist you.

Respite Care

We are able to fund respite care. This could be in a residential setting or through Direct Payments.

Access to Funding Education and Training

The Carlton Centre, based in Weston Super Mare assist in accessing Funded Education and Employment. We also provide horticulture groups and an allotment scheme.

Leisure Activities - Healthy Living Project

We encourage the participation in exercise as part of your recovery. We have an active programme of activities including weekly visits to local gyms, swimming, a football team, walks with dedicated staff who will support you.

Money and Benefits

Citizens Advice Bureau have weekly sessions on inpatient wards and in the Community they offer expert advice which can be easily accessed.

The Voluntary Sector - "Friend" and "Kaleidoscope"

"Friend" in Weston Super Mare and Kaleidoscope in Portishead offer weekly drop-in services for service users, advice on benefits and an Advocacy Service for service users.

"Friend" and "Kaleidoscope" are an invaluable resource in North Somerset.

Housing

Appropriate Housing is a vital component to recovery. Discussion around accommodation should start at an early stage as this process can take time.

Supported Living

A person can live in their own home or with others and have a care package from Social Services. The amount of care can vary according to their individual needs.

If their needs are related to maintaining a tenancy their support may be funded by "Supporting People".

Supporting People

Supporting people have a number of placements in North Somerset specifically for people with Mental Health Issues. They offer expertise and other on-going support and will liaise with your allocated care co-ordinator. In addition there are specialist resources funded by supporting people and North Somerset Council for people with additional and complex care needs.

Residential Homes

There are various Residential Homes which are specifically registered for people with a mental illness. These can vary in size and are usually owned by a company.

You will need to have funding agreed to access these.

Advocacy

Advocacy is a means of empowering people by supporting them to assert their views and where necessary represent and/or negotiate on their behalf.

The Advocate will be a trained person who will have an understanding of the client's needs and wishes and will advise and support that client in making decisions.

IMCA'S (Independent Mental Capacity Advocates)

The establishment of an IMCA Service was a requirement of the Implementation of the Mental Capacity Act 2005.

This important new safeguard will provide extra protection to the most vulnerable people who lack capacity - those with no family or friends to support them when serious decisions are taken in their lives.

Support for Carers

North Somerset has a specialist service for carers of service users who have a Mental Health problem.

They are a small team of professionally qualified and experienced Mental Health practitioners employed by North Somerset Council working closely with Avon and Wiltshire Partnership Adult Mental Health Teams in North Somerset.

We will undertake an individual assessment of the carers needs. The outcome of that assessment could be information, signposting, advice, support and delivery of services, respite care.

We also provide monthly Carers Support Groups in Weston-super-Mare and Clevedon.

Crossroads

Crossroads is a voluntary organisation which supports carers.
"FISS" - Flexible Individual Support Services For Carers.

This service is organised by North Somerset Crossroads.

FISS aims to support carers and reduce the stresses on them to enable them to continue caring and avoid the need for crisis support.

FISS will provide carers with more choice, control and flexibility over the support they are offered. Carers accepted onto the scheme will be allocated an individual budget to fund support services that they feel will be beneficial to them as a carer.

Carers Emergency Response Scheme

This scheme gives carers the reassurance that if an emergency occurs, the person they care for will be looked after.

The service is run in Partnership with North Somerset Crossroads and Carelink, North Somerset 24 response service.

Carers who register on the scheme carry a carers emergency card which informs the emergency services that someone is heavily dependant on them. The registration number and telephone number on the card are linked to a database at the

Carelink Centre, where help can be co-ordinated to assist the cared for person.

Self-Directed Support

Self-directed support assists people to take control of their own social care budget, manage their own support and choose the services that suit them best. The person is at the centre of the planning process as they are best placed to understand their own needs.

Self directed support can be in a number of difference forms such as Direct Payments and Individual Budget.

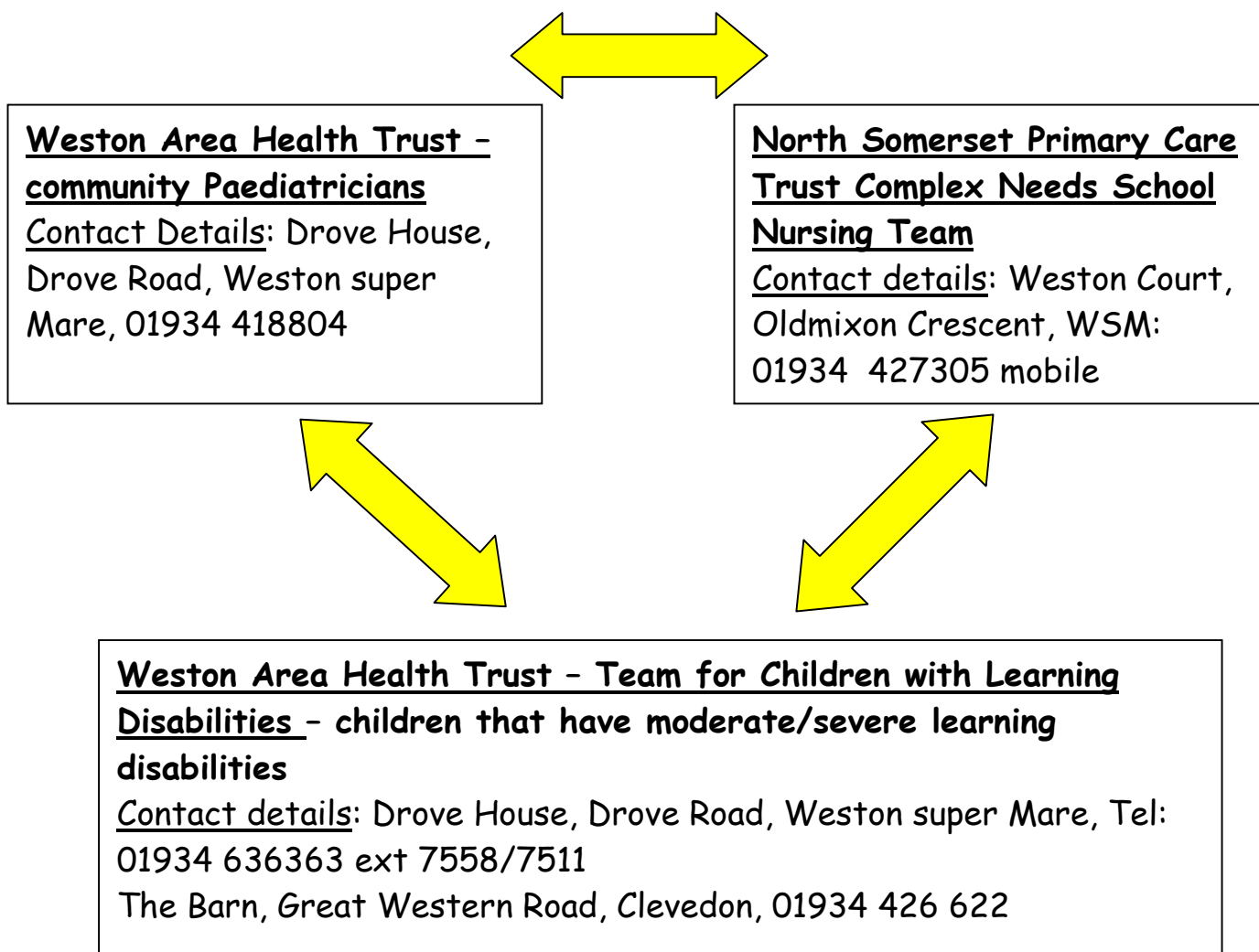
Direct Payments

The purpose of Direct Payments is to give recipients control over their own life by providing an alternative to Social Care Services provided by the local authority. A financial payment gives the person flexibility to look beyond "off the peg" service solutions for certain housing, employment, housing, education and leisure activities as well as for personal assistance to meet their assessed needs:- This will help increase opportunities for independence, social inclusion and promote recovery.

Managing your Child's Complex Health Needs through Transitions

The transitions process can be a worrying time for parents of children and young people with complex health needs. The following agencies are able to offer you and your child support through this period of change.

Children in special schools and children with special needs in mainstream schools can access :



These teams work in partnership to ensure your child's complex health needs are met. Services may include:-

- A medical appointment with a community pediatrician
- A health needs assessment/care plan from the complex needs school nursing team
- Specific pieces of work relating to individual need, including mental health needs, from the learning disabilities team.

Communication and liaison with other agencies and adult services is essential during the process of producing a Health Action Plan.

Eligibility for Community Team for People with Learning Disabilities (Adult Services)

(Please note this is currently under review and is subject to change).

Who we work with

The team works with adults with learning disabilities and their carers, if the person is ordinarily resident in North Somerset (some people with a learning disability who live away from the area may continue to receive support from part of the team - please see below for details of what 'ordinary residence' means).

A person with a '**learning disability**' is defined as someone who:

- has a significantly reduced ability to understand new or more complex information or to learn new skills. A person's I.Q. is not the only defining factor, but those with an I.Q. below 70 would be considered for the purpose of this definition.
- alongside the above, has a significantly reduced ability to cope independently, i.e. they have impaired personal and social skills (for example: with communication, self-care, daily living skills, use of community resources, health and safety, leisure or work), and
- has a disability that started before adulthood (18 years) with a lasting effect on their development.

'**Learning disability**' as it is defined here does not include:

- acquired brain damage leading to the loss of the ability to understand new or more complex information or to learn new skills (e.g. victims of road traffic accidents)

- those adults with social communication disorders who may be of average or above average intelligence
- those who have a specific learning difficulty which is more broadly defined in Education legislation (e.g. Dyslexia, Dyspraxia)
- those whose function has been affected by environmental / emotional circumstances e.g. emotional trauma, abuse, limited educational opportunities (people in these situations may be subject to further clinical assessments)
- those whose primary disorder and support needs are related to alcohol and drug misuse, sensory impairment, psychiatric illness, or physical impairment.

Who is an Ordinary Resident?

Most people who live in North Somerset will be ordinary residents. Health and Social Services Departments have slightly different criteria for who they are able to help. Subject to changes in law or agreement "Ordinary Resident" means:

- for the purposes of Social Services provision a person who lives in the North Somerset Council area (unless their care is funded by another local authority)
- for the purposes of Health Care provision, a person who is registered with a general practitioner (GP) who practices in North Somerset (there are some exceptions - see below)

People Registered with other GPs

Some people may live outside the area but be registered with a GP in North Somerset. These people are eligible for Health Services from North Somerset Primary Care Trust (PCT) and so are eligible for health services from the team. Their Social

Services, however, would be provided by the Council in the area where they live (e.g. Bristol).

Other people may live on the outskirts of North Somerset but be registered with a GP in another PCT area (e.g. Somerset).

Although these people would be eligible for North Somerset Social Services, their Health Services would come from their GP's area (unless their GP chose to purchase the service from the team).

People's Needs

The team has to decide who will be a priority for the limited services available. Not everyone who meets the above criteria will receive ongoing services from the team. Provision of services will depend on people's level of need. The Department of Health Guidance for Social Care Services, Fair Access the Care Services (FACS) criteria provides the framework used by the team to decide who will receive services. Currently services are provided for people who have 'Critical' or 'Substantial' Needs.

(see the North Somerset website www.n-somerset.gov.uk for more details - click on 'Social Care' tab, then 'Fair Access to Care' link.)

Support funded by social services

If an individual is eligible for support from the CTPLD they will have a Community Care Assessment, from which potential services will be identified. **Funding for these services cannot be guaranteed and needs to be agreed by the adult services funding panel.**

Domiciliary care:

If your son/daughter lives at home with you and requires a high level of personal care (e.g. support with washing) there are domiciliary carers who can come in to provide this support in your own home. This can be arranged on your behalf by the CTPLD or through a personal budget.

Respite:

If your son/daughter lives at home they may be able to receive respite to provide both of you with a break. This may be in a residential setting (overnight breaks), or through a Direct Payment either having support during the day or staying with an identified carer. (We are also in the process of developing more options such as adult placements - more information to follow)

Example:

Jane is a young woman with moderate learning disabilities. She tried respite at a residential respite unit, but was not happy there. She now receives a Direct Payment and a friend of the family is paid to provide respite for Jane (at the friend's house) - which provides Jane and her Mum with a welcome break.

Day services:

Day opportunities for people with learning disabilities are changing in North Somerset, to bring services in line with Valuing People Now.

Currently there are:

- day centres that run activities.
- community based day services, which involve support workers enabling people with learning disabilities to access the community and various activities.

People can use their Direct Payment to pay for their own individualised day service.

It is important to consider education and employment as well as day services.

Example:

John is a young man with severe learning disabilities. He requires 1:1 support at all times and noisy, busy places scare him. John tried a local college but it did not turn out to be suitable provision for him and it was agreed a day centre would not meet his needs. John now receives an individualised day service in the community. He has a team of support workers who support him to access the community, work, education and leisure opportunities. He and his parents are relaxed and happy!

Housing and support:

- Supported living
 - Residential care
- (see Housing section

Money and Benefits

This is a complex issue, and key issues change frequently and depend on an individual's situation. If you have any queries it is a good idea to seek expert advice either by visiting the **Citizen's Advice Bureau**, or by calling the **Benefit's Advice Line** on **0800 882200**.

There are some key points to bear in mind:

Independent Living Fund (ILF):

This is a source of funding on top of Social Services funding, which may be accessed by people who receive the higher rate of DLA, and who receive a certain amount of funding by social services. People need to be over 16 and will be expected to contribute half of the care component of their DLA, but the result will be more resources for the young person.

Disability Living Allowance (not means tested):

This is divided into 'Care' and 'Mobility' components. A person may receive both or only one of these components based on their level of need.

Care: this element will be stopped if someone goes into residential care, because the 'care' of that person is now being paid for by social services.

Mobility: if a person receives the higher rate they may be able to receive a motability car instead of the money.

Other benefits which may be relevant to young people with learning disabilities (depending on their circumstances) are:

- Incapacity Benefit
- Income Support
- Housing Benefit
- Carers Allowance
- Severe Disablement Allowance

Charges for services

All services funded by Adult Social Services are chargeable.

Financial assessments will be undertaken to determine the contribution the individual will be expected to make towards their service.

Self directed Support

Self-directed support is a way of people having more control over the services. For example, traditionally if someone needed day care, Social Services would have paid a day centre for them to have a placement there. However, with self-directed support the individual (with support from parents/carers) can receive money which they can then use to buy their own 'day service'. This means they choose who they employ, can be flexible about timings and can follow activities they are interested in, within the community.

Self directed support will be organised through a personal budget.

Personal Budgets:

The service user receives money to purchase their own service: they can choose who provides their care, and it should enable them to have their needs met more flexibly.

In order to secure a personal budget, the individual will need to demonstrate their needs and support requirements through a support plan (your social worker will be able to tell you more about this to meet your specific requirements). When complete, the support plan will be presented at the self directed support panel to request funding. Funding is agreed on a case by case basis.

If a person cannot manage the money themselves, they can have a Trust set up which manages the money for them (this Trust usually involves family members). The individual or Trust need to provide quarterly returns to the Local Authority who monitor how the money is being used.

Example:

Sam is a young man with severe learning disabilities and complex needs. He has had various residential placements, but none of them have worked. He now lives in a flat that he rents and receives a Direct Payment, which his family manage, which is used to employ his own support team. He is much happier because the service is tailored around him.

Employment

Young people who are thinking about their future in transition should be supported to think about whether they are interested in employment yet, and if so what kind.

There are different types of employment that are worth thinking about:

Voluntary work

This is useful for people to learn new skills and get used to a work environment. It may be useful for people who do not feel ready for paid work. However, it should not be used to hold people back, and can be seen as a stepping stone to further/paid work, rather than the end goal itself.

Example:

John has recently left school and is thinking about work. He does not feel ready to try paid work, but would like to get out and meet new people and see what work may be like. With support he has recently got voluntary work in a local charity shop. He has made new friends and gained in confidence.

Work experience

This is also unpaid work, but usually with the specific goal of moving on to paid work afterwards. Schools and colleges often help to organise work experience, and it can be an opportunity for a young person to "try out" work that they may be interested in.

Example:

Sarah is a young woman with mild learning disabilities. She is keen to work in a shop. In order to build up her skills and confidence she has been doing short pieces of work experience in local shops, with a support worker to help her get there and learn her tasks. She is looking forward to using this experience to get a paid job in a shop.

Paid work

There are opportunities for paid work for people with learning disabilities - and there are support services that may help them find this work, and support them settle in to their job. These support services should also be able to help people check how working will affect their benefits.

Example:

Mary is a young woman with moderate learning disabilities. She lives at home with her mum, and has gradually been learning how to use buses and get out and about on her own. She has done lots of work experience, and now works in a supermarket once a week. She has made friends, gained confidence and feels proud that she earns her own money.

Some organisations offering support with employment (both voluntary and paid) for people with learning disabilities (details on 'Useful contacts':

- Mencap Pathways
- Brandon Trust
- Freeways
- Job centre plus

What is Connexions?

Connexions is a service for young people to help them think about:

- What they would like to do when they leave school
- Any problems they might have

When a young person reaches 13 or 14 they should meet a Connexions Personal Adviser.

What is a Connexions Personal Adviser?

Connexions Personal Advisers give information, advice and practical help with a variety of issues such as:

- Choosing a course
- Mapping out future career options
- Finance
- Health
- Using spare time in a sociable and positive way

In fact, they can help with anything that might be affecting a young person at school, college, work or in their personal life.

Connexions and Special Educational Needs

A Connexions Personal Adviser will help you and your young person to get the correct advice and support

- In school
- In work
- With money and benefits
- In health matters
- Transition planning

A Connexions Personal Adviser can help you to explain a young person's decisions to people like social workers, teachers, college tutors, employers and benefits agencies.

Planning Changes - Transition Planning

Transition means CHANGE. In this case the change is leaving school.

Every year the young person will have a meeting at school. The meeting is a chance for them to talk about their life. In Year 9 this meeting is called a Transition Review.

The Transition Review meeting will include the young person, teachers and parents and carers. The Connexions Personal Adviser will also be involved. This meeting gives young people the opportunity to:

- Think about their future
- Think about what they want to do when they leave school
- Talk about what they want to do when they become an adult

The young person can talk about where they will live, and what they will do in the daytime (things like college, work or training).

After this meeting the young person's views are written down and included in what is called the 'Transition Plan', which is produced by the school. The Transition Plan can be changed in Year 10. In Year 11, the meeting will be very important. The young person will be asked to make choices that could affect their future:

- In education
- Into work
- In daytime activities

Useful Links

Listed below are some websites you may find useful for gaining further information:

- Disability Rights Commission www.direct.gov.uk/DisabledPeople
- Skill www.skill.org.uk
- Disability Benefits www.disabilitybenefits.co.uk
- Supportive Parents www.supportiveparents.org.uk

For further information contact us:

North Somerset

45 Boulevard, Weston- super-

Mare

BS23 1PG

Tel: 01934 644443

Bristol

4 Colston Avenue,

Bristol

BS1 4ST

Tel: 0117 987 3700

www.connexionswest.org.uk

Further Education

After school some young people may want to go on to Further Education. There are several options which people should consider:

- 1) Local Colleges: Young people in North Somerset may want to consider Weston College, City of Bristol College, Filton College, Bridgwater College, Norton Radstock College, City of Bath College. Often people remain living at home while they are on these courses, but young people can also look at moving out of home at this stage if they are ready.

<http://www.weston.ac.uk/>

<http://www.cityofbristol.ac.uk/>

<http://www.filton.ac.uk/>

<http://www.bridgwater.ac.uk/>

<http://www.nortcoll.ac.uk/>

<http://www.citybathcoll.ac.uk/>

- 2) Residential Colleges: There are various residential colleges across the country which can be considered. Young people stay at college during term time and usually return home during the holidays.

(Please note Residential Colleges are subject to LSC funding and will only be considered if a young person's educational needs cannot be met locally).

For more information please speak to your Connexions Adviser about college and which option would meet the needs of your young person.

www.connexionswest.org.uk tel: 01934 644443

Housing

You should start thinking about housing before your son/daughter is ready to move out of home, as there are various options to consider and the process can take time:

1) Supported living:

A person can live in their own home, with others or on their own as they choose. You will need to think about:

a) The property: people may either rent their home through private landlords or housing associations (housing benefit pays their rent), or buy their own home (possibly through **shared ownership**).

b) The support: if they have care needs and are eligible for social services support they may have a care package from social services. The amount of care they need is decided from their assessment, and can vary from 24 hours, to a few hours a day (depending on what they need). If their needs are purely related to maintaining their tenancy their support may be funded by **Supporting People** rather than Social Services.

Example:

Matthew is a young man with moderate learning disabilities. He went to residential college and knew that when he left he wanted to live with friends in a house in the community. His parents were also keen for this to happen, so he did not lose any of the independence he had developed at college. They spoke with their social worker and together they identified 3 other young people who also wanted a similar arrangement. They now live in their own home which they rent from a housing association, with 24 hour support from a local care provider.

Residential homes:

These are homes for several people, owned and run by a company or charity. They vary in size, and in general have a mix of ages. Individuals have little or no choice over who else lives there or which staff work there. They will need to be eligible for social services and have funding agreed to access this.

Please note: Funding for residential placements will only be considered if a person's needs cannot be met through other housing options.

Things to think about:

- Speak to your social worker about options that are available.
- Consider where they want to live and who they may want to live with.
- Make sure your son/daughter is on the housing list. You can apply to this by contacting the Housing Advice Team Tel: 01934 426261 or by applying online www.homechoicensomerset.org.uk
- Consider where they want to live and who they may want to live with.
- If you have internet access check out www.housingoptions.org.uk which will give you plenty of background information.
- A leaflet is available explaining the housing options available to people in North Somerset. Please contact the Housing Office for this.
- Plan early!

Advocacy and Person Centred Planning

Advocacy

This is when an independent individual supports a person with learning disabilities to say what is important to them and what they want. This can be particularly important when someone is going through a big change (such as transition!) or if there are disagreements about what is the best course of action for a person. In North Somerset Your-Say Advocacy service is often used.

Example:

Mel is a young woman with moderate learning disabilities. She was very quiet and struggled to make her wishes known to her parents and support workers - always saying what she thought they wanted to hear. Her social worker suggested an advocate might help Mel speak up for herself. After meeting with the advocate on several occasions Mel led her own review where she told her parents and support workers what it was she enjoyed, and what changes she wanted to make in her life. Everyone was very happy to finally hear what she really wanted!

Self-advocacy

In North Somerset People First provide self-advocacy service where people with learning disabilities speak up for themselves on what issues are important to them (both locally and nationally). There is also a peer advocacy service, where trained peer advocates with learning disabilities support other people with learning disabilities to speak up about their views and needs.

Person-Centred Planning (PCP)

This is a form of planning which focuses on the individual: what are their hopes and dreams, what will make life good for them? This can help guide planning for the future and help make transition a smoother process. It keeps the individual at the centre of the planning, but families, friends and professionals are involved to. An individual does not need to be able to verbally communicate in order to have a PCP. People First can provide independent PCPs for people, but service providers can also provide PCPs for people who use their services.

Example:

Mark is a young man with severe learning disabilities and complex needs. He sometimes presents with challenging behaviour when he is distressed and anxious. Several services had not been able to meet his needs and he and his parents were anxious about getting the support they really needed. People First undertook a Person Centred Plan with him, got all the important people in his life to come and made a clear plan about what sort of service he needed and how it could be achieved. Everyone involved had to sign up to making it happen. Mark now has a person-centred service which meets his needs, and those of his parents.

Rights/citizenship

Once your son/daughter reaches 18 and enters adult services they will be considered to be an adult (albeit an adult with extra support needs) and will have the rights and responsibilities of other adults.

Carers' Support

Carer's assessments

Carers of people with disabilities are legally entitled to an assessment of their own needs from social services. Your social worker should offer you this - if they do not you can request one. The person doing the assessment should look at whether you want to continue caring, how your caring role affects your life and future, provide information on benefits and support services, and look at whether any support can be provided by social services.

Crossroads

Crossroads is a voluntary organisation which supports carers of people with disabilities. They provide carers' support groups and may be able to provide support services at home, such as occasional sitting services. They have a local office in North Somerset (see 'Useful Contacts').

Carers Sub-group

North Somerset has a Carers sub-group which looks at the issues facing carers in the area. This then feeds into the Learning Disabilities Partnership Board, which oversees the development of services for people with learning disabilities in North Somerset. More information about this can be requested from Lynda Oldham (contact via Crossroads).

(Additional carers support is also being offered by Jackie Edwards - more information to follow)

Jargon Buster

Transition profile: basic information about a young person with learning disabilities completed by social worker from DCT, family and young person at age 14, and sent to adult services.

Transition assessment: an assessment of a young person's needs and plans, completed by social worker from DCT, parents and young person at 16/17 and sent to adult services.

Community Care Assessment and Care Plan: an assessment used in adult services (often based on Transition Assessment initially) which identifies the individual's needs and how they should be met.

Community Team for People with Learning Disabilities (CTPLD): health and social services for adults (post 18) with learning disabilities in North Somerset.

Disabled Children's Team (DCT): social services for children and young people (pre 18) with a disability (physical and/or learning disability) in North Somerset.

Connexions: Connexions is an organisation that helps young people think about what they want to do when they leave school.

What can a Connexions personal adviser do?

A Connexions personal adviser can give young people information and advice about things that matter in their life. Things like:

- somewhere to live
- money
- relationships
- health
- going to college
- things to do in their spare time
- independent living
- getting some training
- getting a job.

Young people can see their personal adviser in school or in their local Connexions centre. Parents/carers are welcome to come along to any meetings as long as the young person agrees.

When a young person has a Statement of Special Educational Need Connexions can sometimes offer support until they are 25.

Learning and Skills Council: funds Further Education.

Supported Living: individual's have their own home (owned or rented) and support is provided by a service which is independent of the housing provider. This means that if someone wants to move they can take their support with them, or if they wish to change their support they do not have to move home.

Shared ownership: this is a way of becoming a home-owner - an individual buys a share of a house, and pays rent for the rest (a Registered Social landlord owns the other share).

Supporting People: provides vulnerable people with housing related support to live more independently and maintain tenancies (people do not have to be eligible for Social Services to access this).

Supportive Parents: provide Parent Partnership Service for North Somerset. This is information and Support Service for parents of children with special educational needs.

LEA: Local Education Authority

Useful Contacts

Advice and Guidance:

Contact a family: 0808 8083555

Mencap Advocacy (for carers): 01934 517766

Disabled Living Foundation (advice about disability equipment and mobility): 0845 1309177

Norah Fry (research for people with learning disabilities):

www.bristol.ac.uk/norahfry

Citizen's Advice Bureau (CAB): 0870 12212017,

www.citizensadvice.org.uk

Employment :

Mencap Pathways: 01934 613645, www.mencap.org.uk

Brandon Trust: 0117 9077200, www.brandontrust.org.uk

Freeways: 01275 372109, www.freewaystrust.co.uk

Job centre plus: 01934 433800, www.jobcentreplus.gov.uk

Advocacy and PCP:

People First: 01934 426086, www.listentoourviews.org

Yoursay: 01275 374703, www.yoursay-advocacy.co.uk

Circles Network: www.circlesnetwork.org.uk

Carers support:

Crossroads: The Carers Centre, 1 Graham Road, Weston BS23 1YA 01934 411852, www.crossroads.org.uk

Carers UK: www.carersuk.org

Supportive Parents:

Information and support lines open between 10am and 2pm, Mondays, Wednesdays and Fridays term time only (answer phone

at all other times) Telephone 0117 9897725. Website
www.supportiveparents.org.uk.

Housing:

North Somerset HomeChoice Team Tel: 01934 426261

Learning Disabilities Housing Advice Worker in the CTPLD. .

Email: housing.advice@n-somerset.gov.uk

homechoiceteam@n-somerset.gov.uk

Education:

Connexions: 01934 644443 www.connexions-direct.com

Learning and Skills Council: www.lsc.gov.uk/National

Social Services:

Care Connect: 01275 888801, care.connect@n-somerset.gov.uk

North Somerset Community Team for People with Learning
Disabilities, Tel: 01934 427 600 ctpld@nsomerset-pct.nhs.uk
www.ld4u.org.uk