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- 10:10 – 10:40 Keynote Speaker – Dr Carrie Grant MBE (HC)
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Planning for Adulthood BELS Conference

Mala Perera – Co Head of the Specialist Inclusion Service

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Planning for Adulthood – Dr Carrie Grant MBE (HC)



CARRIE+DAVID

contact@carrieanddavidgrant.co.uk

PREPARING FOR ADULTHOOD

WITH DR CARRIE GRANT MBE (HC)

THE FAMILY



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THE BIG ISSUES

CARRIE+DAVID

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1. EXHAUSTION



2. TRAUMA



3. DEMAND



AS A PDA'ER I FEEL DEMANDS EVERYWHERE

Not occasionally.
Not only when someone asks me to do something.

Everywhere.
All the time.



My nervous system is constantly scanning for pressure, loss of safety and loss of autonomy.

SORCHA RICE, AUDHD PDA'ER

EXTERNAL DEMANDS AREN'T JUST SPOKEN

A demand doesn't have to be verbal to exist.

It doesn't need to be directed at me.

The **environment itself** can carry demand and pressure.





SORCHA RICE, AUDHD PDA'ER

SPACES ARE DEMANDS

Walking into the kitchen can feel like a demand.



The space itself says:
“I should cook.”
“I should eat dinner.”
“I should be productive.”



No one has said a word... **but the pressure is still there.**



SORCHA RICE, AUDHD PDA'ER

BUILDINGS ARE DEMANDS

School buildings themselves can feel like a demand.

Even now, during school trainings, I can feel my nervous system react. **My body goes tense and I feel like fainting. I'm in survival mode.**

Nothing is being asked of me directly (besides doing the training)...but my nervous system reads: expectation, performance, pressure.



AND THEN.. SELF-IMPOSED DEMANDS

This is such a misunderstood one.



Because PDA'ers DO want things.

We want connection.
We want to do the things we love.
We want to focus on our passions.
We want to learn.



SORCHA RICE, AUDHD PDA'ER

4. ADVOCACY SHIFT



5. VULNERABILITY



6. WHEN I'M GONE



How will a Trust protect your loved one?

Safe, secure and no impact on benefits

Setting up a Trust means you can safely and securely leave money for your loved one without them having to worry about the responsibility of looking after it in their lifetime. Using the right type of Trust does not affect means-tested benefits or local authority funding. It also means avoiding applications to the Court of Protection for a Deputy to be appointed to deal with their finances if they are not able to look after the money themselves.

Access to funds

By putting money into a Trust for a person with a learning disability, you can make the money available for them in their lifetime should they need it. You can also instruct where the money should go on their death, for example to your other children or family members, or to charity.

How much money can I put in a Trust?

There is no minimum or maximum amount of money that you can place in a Trust, but the amount will need to be enough to ensure that the running of the Trust is financially manageable – your legal professional can advise you on this.

Letter of wishes

A letter of wishes sits alongside the Trust and provides helpful guidance for Trustees. This letter is not a legally binding document, but it can outline exactly how you would like the money in the Trust to be paid out.

This can include:

- **Costs of ongoing care and activities**
- **Information about your child's likes and dislikes**
- **Specific requests that your child would enjoy or benefit from – such as a trip to their favourite holiday destination, or a life-changing adaption to their home**

Mencap's Wills and Trusts Team have created a guide to writing your Letter of Wishes. If you would like more information, please email **willsandtrusts@mencap.org.uk**

7. PURPOSE



8. COMMUNITY



9. BIGGER PICTURE

Guidance

Independent review into mental health conditions, ADHD and autism: terms of reference

Published 4 December 2025

Applies to England

Contents

Background
Scope
Purpose
Outputs
Leadership
Governance
Engagement
Devolution

Print this page

Background

Over the last decade, there has been progress in reducing stigma, and an
public awareness of mental health, ADHD (attention deficit hyperactivity
autism and the importance of psychological wellbeing. At the same time,
a real increase in the prevalence of common mental health conditions, wit

- a recent NHS England survey identifying that 1 in 5 people have a comm
health condition
- ADHD being estimated to affect 3 to 5% of the global population accor
National Institute for Health and Care Excellence (NICE)
- recent NHS England estimates suggesting around 1% of the adult popu
England may be autistic

10. WHAT NEXT?





CARRIE+DAVID

Contact: contact@carrieanddavidgrant.co.uk

THANK YOU FOR LISTENING

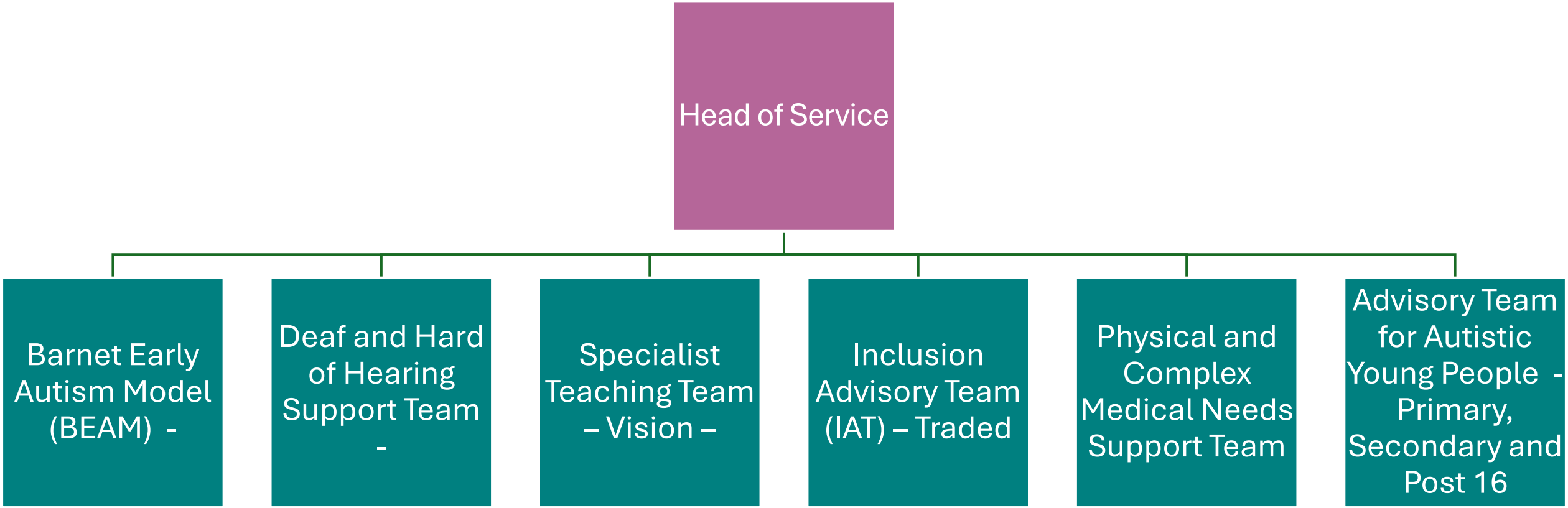
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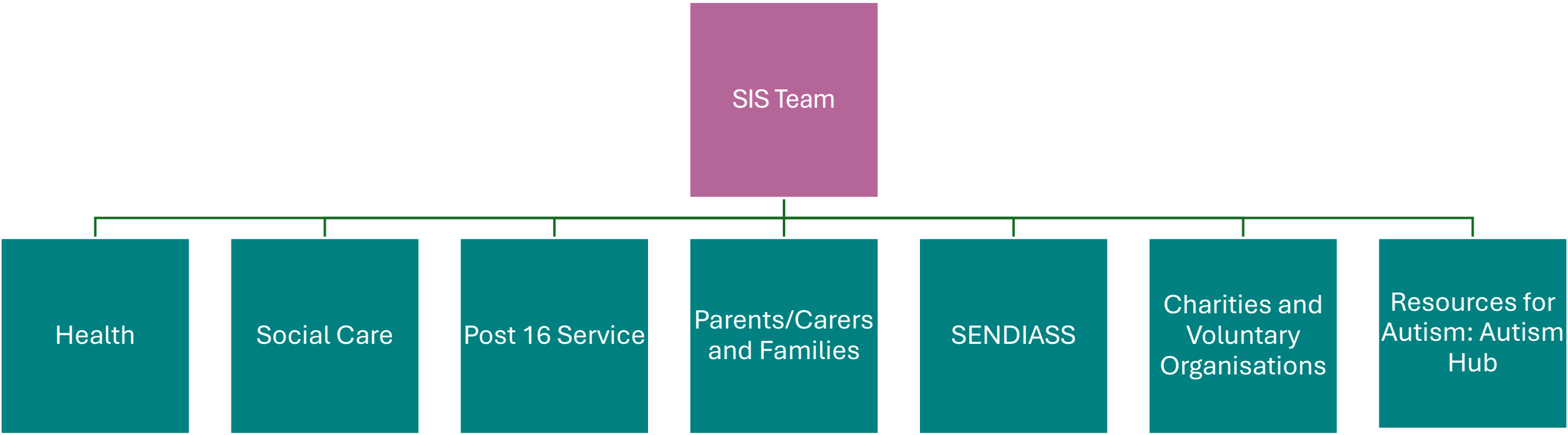
Planning for Adulthood BELS Conference
The Specialist Inclusion (SIS) Team and Cross Service Collaboration

Mala Perera – Co Head of SIS and Tony Lewis Partnership Manager, Barnet Safeguarding Children Partnership Family Services

Structure of SIS team



Collaboration and co-working with wider professionals and voluntary organisations.



OUR NEW MEMORANDUM OF UNDERSTANDING -PREPARING CHILDREN FOR ADULTHOOD

Barnet Safeguarding Adults Board

Barnet Safeguarding Children Partnership

Tony Lewis, BSCP Partnership Manager

WELCOME AND OVERVIEW

Introduction to the Memorandum of Understanding - overview, context & how to use it in practice.

Safety planning – brief overview and resources

Key responsibilities for Partners

Safeguarding during transition from childhood to adulthood is critical to ensure safety and improved outcomes. You will hear from key Partners providing an overview of their responsibility for transitions for children into adulthood - from their service perspective.

WHY A MEMORANDUM AND A FOCUS UPON TRANSITIONS?

- BSCP multi agency audit upon transitions Autumn 2024 – reviewed 6 cases featuring transitions of young people.
- Frequent findings in local Child Safeguarding Practice Reviews and Rapid Reviews.
- Barnet Anna & David Local Learning review
- Well known 'Cliff edge' of service drop off at 18 - does not need to be the case.

Need to re-focus on the principles that should underpin preparing children for adulthood –

- Person-Centred Approach
- Early Planning
- Continuity of Care
- Safeguarding
- Inclusivity
- Multi-agency approach

- ……..& can reduce pressures on public services in the medium to long term if we get this right.
- All of this sits within a wider corporate focus . Transitions Programme Board established. More to come.

MOU - SUMMARY AND OVERVIEW

1. MoU Introduction

This MoU **establishes a framework and a clear sense of direction and purpose in support of everyone transitioning from services for children to services for adults**. It is designed to ensure their strengths and assets, alongside needs and vulnerabilities are identified, considered, addressed, and supported during this critical period. This MoU aligns with statutory responsibilities under relevant national legislation and guidance. It reflects the best endeavours of all agencies and services within organisations to work together to secure positive outcomes for children into adulthood.

2. Scope

This MoU applies to all professionals involved in the care, support and safeguarding of young people and young adults as they are preparing for adulthood and who will need services for adults at the age of 18. All named and relevant agencies outlined within the multi-agency safeguarding arrangements of Barnet's Safeguarding Childrens Partnership and Safeguarding Adults Board are required to give due regard to implementing this MoU into their own organisational approaches or policies for supporting children into adult services.

Transition covers the period before, during and after a young person moves from children to adult services. It is essential that this process is well planned and executed to achieve an effective transition from child-centred to adult orientated services, to ensure young people have their voices heard, promote independence and decision making, and improve outcomes. It also addresses the re-orientation of their care from their parents/caregivers when appropriate.

3. The Voice of Children and their Families

In preparing this MoU the voices and views of children and their families have been sought. Some children feel that after the age of 18 there can be a drop in assistance from multi agency services despite ongoing needs. Parents and carers worry that their children are not learning essential life skills such as cooking and cleaning, managing finances, or preparing for employment, and there is a clear ask for schools to provide further support in these areas. There is a strong desire for clear guidance and easy access to information, and concerted support upon long-term planning for education, employment and where suitable, independent living. While some young people feel ready and capable, many families emphasise the emotional and practical challenges and readying young people for adulthood highlighting a

<<<< Click here!

Framework for Transitional Support

- The MoU provides a structured approach to assist young people moving from services for children to services for adults. BSCP & BSAB endorsed and co-produced. VoTC included through development. It is a set of principles and shared values.

Purpose:

- To ensure that **every young person in Barnet** receives the right support, at the right time, from the right people as they move into adulthood. This includes:
- Identifying needs as early as possible
- Coordinating care across education, health, social care, housing, and voluntary sector services
- Supporting independence, wellbeing, and inclusion
- Providing clear information and guidance to families and carers
- Ensuring safeguarding remains central throughout the transition

Multi-Agency Collaboration

- It promotes co-operation among children's services, adult services, education, health, and other stakeholders. It is a dynamic document which will be regularly updated.

Legislative Foundations

- The MoU is based on legislation like the Children and Families Act and Care Act,

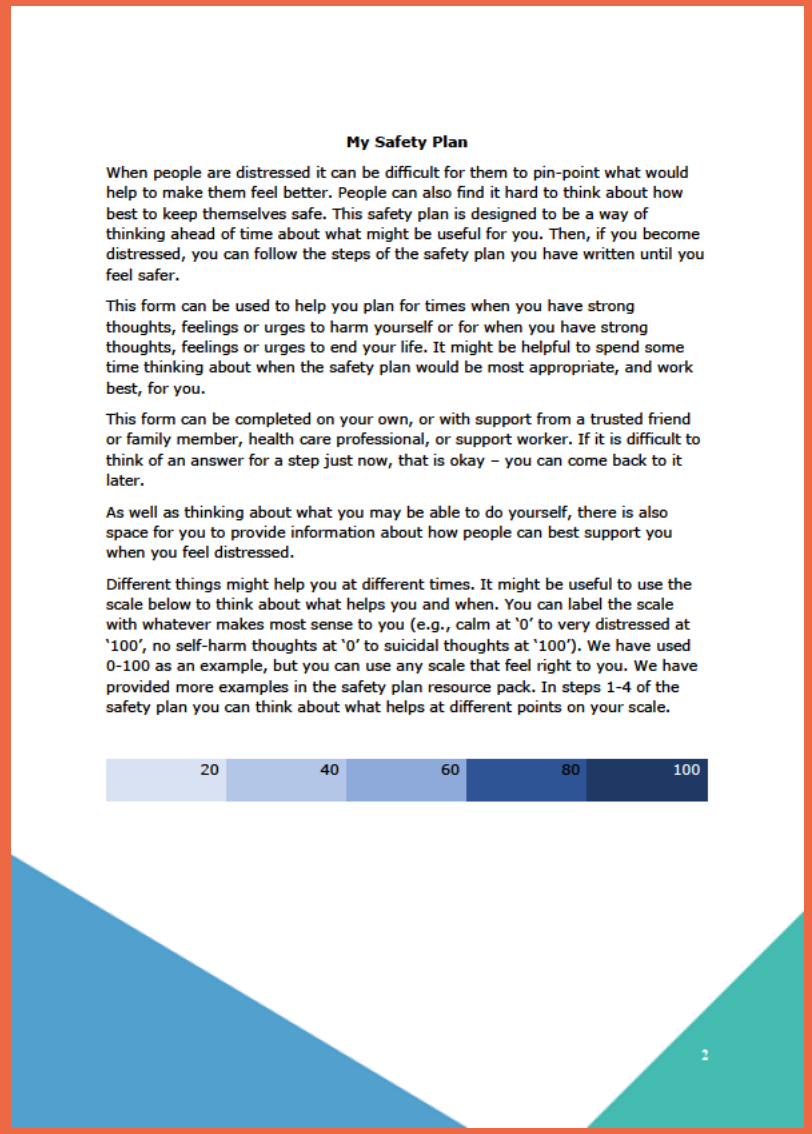
Details specific responsibilities

- Who does what. Can provide a 'roadmap' for practitioner, children and families.

Focus on Positive Outcomes

- It aims to promote independence, inclusivity, and positive futures for young people and their families.

SAFETY PLANNING



My Safety Plan

When people are distressed it can be difficult for them to pin-point what would help to make them feel better. People can also find it hard to think about how best to keep themselves safe. This safety plan is designed to be a way of thinking ahead of time about what might be useful for you. Then, if you become distressed, you can follow the steps of the safety plan you have written until you feel safer.

This form can be used to help you plan for times when you have strong thoughts, feelings or urges to harm yourself or for when you have strong thoughts, feelings or urges to end your life. It might be helpful to spend some time thinking about when the safety plan would be most appropriate, and work best, for you.

This form can be completed on your own, or with support from a trusted friend or family member, health care professional, or support worker. If it is difficult to think of an answer for a step just now, that is okay – you can come back to it later.

As well as thinking about what you may be able to do yourself, there is also space for you to provide information about how people can best support you when you feel distressed.

Different things might help you at different times. It might be useful to use the scale below to think about what helps you and when. You can label the scale with whatever makes most sense to you (e.g., calm at '0' to very distressed at '100', no self-harm thoughts at '0' to suicidal thoughts at '100'). We have used 0-100 as an example, but you can use any scale that feel right to you. We have provided more examples in the safety plan resource pack. In steps 1-4 of the safety plan you can think about what helps at different points on your scale.

20 40 60 80 100

INFORMATION SHARING AND ESCALATION ACROSS SAFETY PLANNING - AS PART OF THE TRANSITION PLAN

Consider safety planning, appropriate to the level of vulnerability and risk and ensure this plan is clear within the wider transitions plan.

Importance of Communication

Effective communication between health professionals and agencies is essential to prevent missed intervention opportunities.

Roles and Escalation Policies

Professionals must know their roles, engage in supervision which discusses plans and apply escalation protocols when concerns persist.

Co-production

Co-produced plans with adolescents and young adults which involve families and carers is crucial.

Dynamic plans

Review and review again – particularly after incidents of hospital admission or set back – college applications / housing move / turning 18 / mental health episodes.

TOOLS & RESOURCES

Tools & Resources:

- Autism Adapted Safety Plans: https://research.ncl.ac.uk/neurodisability/leafletsandmeasures/autismadaptedsafetyplans/
- Childline Safety Plan Templates
  Downloadable guides for young people to identify trusted adults, safe spaces, and emergency contacts.
  Childline – Making a Safety Plan [childline.org.uk]
- Social Workers Toolbox – Safety Planning with Children & Youth
  Includes "My Safety Plan" templates for different age groups and scripts for professionals.
  Safety Planning Resource [socialwork...oolbox.com]
- Teen Safety Planning Workbook
  Practical guide for young people in unhealthy relationships, with sections on school, home, and online safety.
  Safe and Sound Guide [safeandsou...oup.org.uk]
- Social Workers Toolbox – Safety Planning with Children & Youth
  Includes "My Safety Plan" templates for different age groups and scripts for professionals.
  Safety Planning Resource [socialwork...oolbox.com]
- https://www.orygen.org.au/Training/Resources/Self-harm-and-suicide-prevention/Guidelines/chatsafe-A-young-person-s-guide-for-communicatin/Guidelines_Orygen_Final_WebLG?ext= Staying safe online – young person's guide to staying safe in online communities and groups for self harm and suicide
- Samaritans have put together a template safety plan (https://www.getselfhelp.co.uk/docs/SafetyPlan.pdf) and some guidance around creating one (https://www.samaritans.org/scotland/how-we-can-help/if-youre-worried-about-someone-else/supporting-someone-suicidal-thoughts/creating-safety-plan/), and Papyrus have one specifically for young people (https://no-more.co.uk/wp-content/uploads/2022/02/Stay-Safe-Plan-Print-out.pdf).
- Suicide prevention toolkit across the young LGBTQIA+ community: Suicide Prevention - FNL FILE

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Planning for Adulthood BELS Conference

Barnet Parent Carer Forum
Lisa Coffman Treasurer and Co-Ordinator

Barnet Parent Carer Forum

March 2026

Who are we?

- Barnet Parent Carer Forum currently has over 550 members
- All members are parent or carers of children and young people aged 0-25 years with SEND
- We work closely with the LA to ensure the voices of our members and their families are represented and that the LA takes these views into account in the provision of the services it provides
- We are part of the National Network of Parent Carer Forums
- Voluntary organisation - steering group who represent our members

What do we do?

- Our three main functions:
  - Co-production – surveys; coffee mornings to hear voices of families – strategic parent carer representation
  - Events and training opportunities – sharing of information
  - Signposting

Benefits of membership

- Sharing of up-to-date changes in SEND law - empowerment that comes with knowledge
- Stay informed about local SEND services
- Training/SEND event opportunities eg Q&A sessions; Early Years and PfA Conference; SEND friendly events
- Supportive environment with a group of like-minded people
- Have your say - chance to help shape services
- Signposting: Where to access/find help

Recent engagement

- EBSA guidance
- CPP; SEND reforms, national conversations and consultations
- Autism action plan, strategy and Hub
- PINS project
- Social Care – Short Breaks
- Self-Harm Pathway and Needs Assessment
- Down Syndrome Pathway and conference
- Complex Needs Panel and EHCP Audits
- Representation at Board and Strategic level including BELS
- Interview Panel for key SEND positions
- SEND Transport consultations
- Therapy provision

BPCF future priorities

- Hearing your voices!
- Strengthen and diversify our membership and representation
- Co-production and representation
- Training opportunities and events
- Improve and update our website and social media presence
- Increased engagement with other local parent carer forums/champions
- SEND reform

Add your voice!
Join BPCF



Contact us:

www.barnetpcf.org.uk
Registration is easy on our website

info@barnetpcf.org.uk

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Planning for Adulthood BELS Conference

Special Educational Needs Assessment and Placements Team

Feray Souleiman Head of SEN, SEN Assessment and Placements Team

PREPARING FOR ADULTHOOD : SEN TEAM

Managers and Teams within SEN Team

Claudia Edwardes
Specialist Placement Panels

Caroline Edwardes
Vulnerable Children

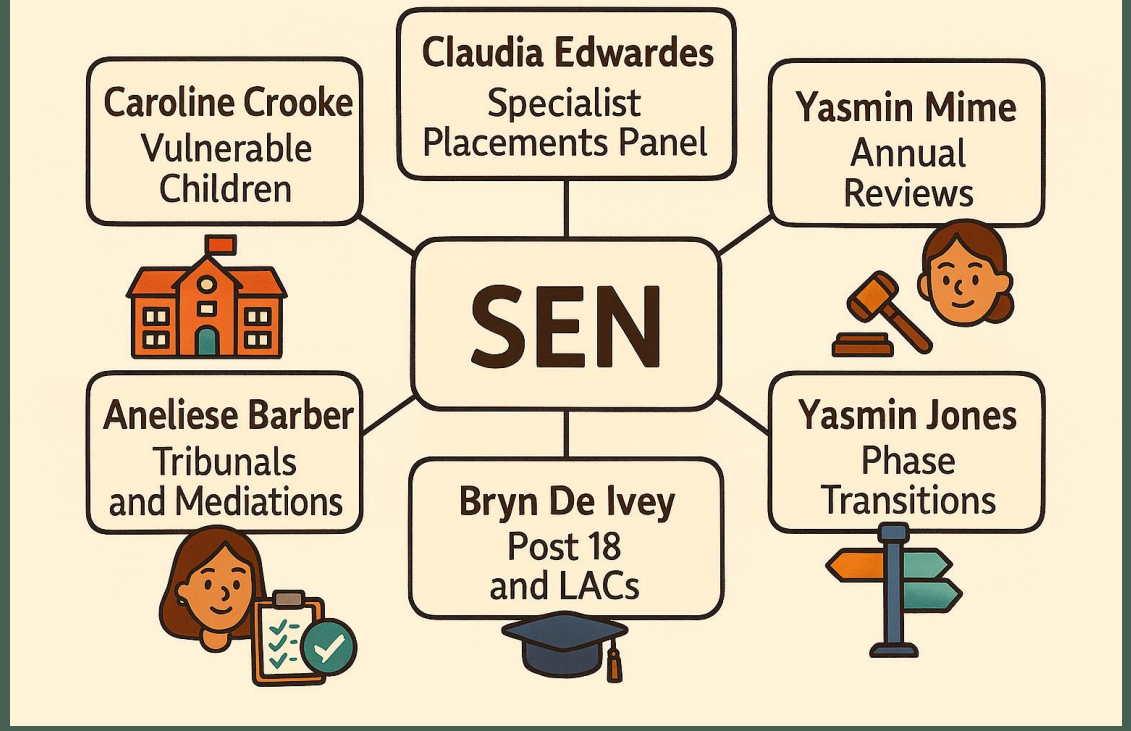
SEN

Aneliese Barber
Tribunals and Mediations

Yasmin Jones
Phase Transitions

Yasmin Minie
Annual Reviews

Bryn De Ivey
Annual Reviews



ROLE OF THE SEN TEAM IN SUPPORTING CHILDREN AND YOUNG PERSONS

Ensuring…

Importance of Partnerships

Strong partnerships between families and professionals enhance person-centred support and ensure effective planning.

Educational Collaboration

Working with educational settings helps tailor support that meets individual learning and development needs.

Health and Social Care Coordination

Coordinated efforts with health and social care professionals promote holistic and person-centred support systems.

Successful Transition

Supporting a smooth transition into adulthood, fostering independence and growth.

Person-Centred Approach

Focusing on individuals' needs, listening to their voices as they navigate their journey into adulthood

Phase Transfer and Post 18

- Important to identify the correct pathways for young persons- whether educational course , supported internship, work or a social care package . There are a number of organisations that provide a variety of supported work placements and internships that the Local Authority work with , which my colleagues in the Post 16 team will be able to provide more information on.

- The SEN team have now worked to update all EHC plans for Post 18 young persons

- Working closely with social care and adult health colleagues to support transition work for young persons

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Planning for Adulthood BELS Conference

Post 16 Pathway Options and Supported Internships

Mamonyia David - Employment Advisor

BELS
Barnet Education
& Learning Service

Post 16 Education & Skills Team


Destination and Tracking
Partnerships
NEET Projects
Mentoring In Schools Pathway to Success
Curriculum
IAG

After Year 11

- You can study qualifications such as:
  - A levels
  - Practical qualifications such as Vocational Technical Qualifications
- You can study these at:
  - School Sixth Form
  - College / Training Provider
- Or you can complete work-based learning qualifications - apprenticeships

Pathways - Further Education

A Levels	Vocational Technical Qualifications (VTQs)
• Academic subjects, similar to GCSEs. eg Maths, English • 'Linear' assessment structure – 2 year courses. Lots of essays and theory, with final exams at the end. Little/no coursework	• Practical qualifications designed to give you the skills and experience you need for a certain job. • Suitable for those that have a strong interest in working in a particular industry. • There are a few different types and levels of VTQs, including: ▪ BTECs: level 1 to 7 qualifications ▪ Cambridge Nationals: level 1 and 2 qualifications ▪ Cambridge Technicals: level 2 and 3 qualifications ▪ T Levels: level 3 qualifications- equivalent to 3 A levels ▪ V levels
Leads to: University/College; Apprenticeship; Work	Leads to: Work; Apprenticeship; University/College

Pathways - Further Education

T Levels

- A technical study programme
- Equivalent to 3 A-levels
- Industry placement that makes up 20% of the course
- T-levels are designed to give you the skills employers require. T Levels involve more classroom study than apprenticeships, which means you can experience an industry while you continue your studies
- 80 per cent of time in the classroom and 20 per cent on a 45-day placement with an employer to give you the skills and knowledge companies look for

Found at School & College
In Barnet at - Barnet & Southgate College & Saracens High School

Leads to: University/College; Apprenticeship; Work

Pathways - Further Education

V Levels

- New Level 3 vocational qualification
- Equivalent to 1 A level
- Combine vocational learning with academic subjects
- Priority subjects will be Digital, Education & Early Years, Finance & Accounting
- More subjects to follow over time

To launch in **September 2027**

Leads to: University/College; Apprenticeship; Work

Other Pathways

Pre-apprenticeships	Apprenticeship/Inclusive apprenticeships
• A pre-apprenticeship programme is a stepping stone to get into the industry of your choice. They help to prepare individuals for a full apprenticeship. • These programs are typically shorter in duration than traditional apprenticeships, lasting anywhere from a few weeks to a few months. • They are designed for individuals who may not have the necessary qualifications or experience to directly enter an apprenticeship but have a strong interest in a particular industry or trade.	• Apprenticeships are real jobs which combine work with training and study. • You'll earn a wage, gain a qualification and experience and can put what you learn into practice. In some cases, you may be offered a job at the end of your apprenticeship. • An inclusive apprenticeships is flexible enough to accommodate the specific needs of all disabled people. • Inclusive refers to measures put in place to remove barriers so that everyone can thrive. • Almost all apprenticeships can be made accessible and being disabled should not restrict job choices.
Found at: College & Training Providers	Found at: College & Training Providers
Leads to: Apprenticeship; Work	Leads to: Work; Apprenticeship; University/College;

Other Pathways

Pre-Supported Internships	Supported Internship
• A course to help young people with an Education, Health & Care (EHC) Plan prepare for a Supported Internship. • Targeted at those who aspire to work but for whom the one-year Supported Internship programme might be too big a step from school or college. • Help you understand what skills you have and need to gain to move into a Supported Internship. • Take part in Workplace and Employer visits.	• A Supported Internship is a study programme specifically aimed at young people with an Education, Health & Care (EHC) Plan **who want to move into employment** and need extra support to do so • You will do work experience as part of the programme.
Found at: College & Training Providers	Found at: College & Training Providers
Leads to: Supported Internship; College; Work	Leads to: Work; Apprenticeship; University/College

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What is my current level/ predicted grades?	My post 16 options	What would I do next?
5 or more GCSE passes at grades 4 to 9 including English and maths	➢ Applied general qualifications ➢ A Levels ➢ Technical & vocational level 3 ➢ T Levels ➢ Apprenticeship level 2	➢ Degree ➢ Higher level course ➢ Apprenticeship levels 3-6 ➢ Employment
Less than 5 GCSE passes at grade 4 or above. English or maths at grade 3 or below	Technical & vocational level 2 ➢ Apprenticeship level 2	➢ T Levels ➢ Technical & vocational level 3 ➢ Apprenticeship levels 2-3 ➢ Employment
Grade 1 to 3 at GCSE	➢ GCSE English & / or maths ➢ Technical & vocational levels 1 or 2	➢ Technical & vocational level 2/3 ➢ Pre-apprenticeship ➢ Employment ➢ Supported Internship
Entry level qualifications	➢ GCSE English & / or Maths ➢ Functional skills literacy or numeracy ➢ Technical & vocational level 1 ➢ Foundation programmes - Foundation Apprenticeship	➢ Technical & vocational level 2 ➢ Pre-apprenticeship ➢ Employment ➢ Supported Internship

Supported Internships Providers

- Mencap
- Choices College – Royal Free & Stanmore Hospital
- Harington
- Ambitious College – Whittington Hospital
- City of Westminster
- West Lea
- CareTrade UK
- Shaw Trust
- Barnet & Southgate College

Alternative Offer of Employability Based Programmes for Young People with Learning Disabilities/Learning Difficulties/ Autism

SEN Work Experience Programmes

Arts Depot Arts Award

1-year long programme that gives young people the opportunity to work towards an Art qualification and take part in a work placement from February – June. The placements will be in departments like front of house, marketing, technical, operations, finance and programme participation.

Alternative Offer of Employability Based Programmes for Young People with Learning Disabilities/Learning Difficulties/ Autism

Connect to Work Programme

- Connect to Work is a free, voluntary employment support programme designed to help people with disabilities, long-term health conditions, or complex barriers to work find and sustain meaningful employment.
- Advisers provide one-to-one personalised support that helps individuals overcome health-related or practical barriers to work.
- This service is provided by Shaw Trust.

Further Information

- **West London Alliance Supported Internships**
  Information on all the Supported Internships available to Barnet Residents is available here:
  www.barnetlocaloffer.org.uk/pages/home/information-and-advice/preparing-for-adulthood/education-training-and-employment/supported-internships

- All links to our prospectuses will be on the resource directory

Contacts

If you are interested in finding out more about Supported Internships and the Arts Award Programme, you can email: supported-internships@barnet.gov.uk

Post 16 Duty line for enquires – 020 8359 2011

BELS Project Officers

A video was shared at the conference. The video was presented and edited by two members of staff who had previously completed a supported internship and now have secured roles as BELS Project Officers.

The Project Officers discussed their experiences during their supported internships including:

- Placements they completed.
- Tasks they undertook.
- Skills learned.

They also shared their aspirations for the future.

Agenda

- 10:00 – 10:10 Welcome – Mala Perera
- 10:10 – 10:40 Keynote Speaker – Dr Carrie Grant MBE (HC)
- 10:40 – 10:55 Specialist Inclusion Service and Cross Service Collaboration – Mala Perera and Tony Lewis
- 10:55 – 11:10 Barnet Parent Carer Forum – Lisa Coffman
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- 11:25 – 11:50 Post 16 Pathway Options and Supported Internships– Mamonyia David
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TAKE A BREAK

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Planning for Adulthood BELS Conference

Young People's and Community Voices

Embracing Autistic Identities: Events Week 2026

Autism Advisory Team

The BELS Autism Advisory Secondary and Post-16 Team hosted another successful “Embracing Autistic Identities” Events Week from 2–6 March.

- Young people in Barnet asked Autistic adults thoughtful questions about their experiences.
- Each day, a new video was shared as part of the ***Ask an Autistic Person*** series.
- The videos highlight **a range of individual perspectives** from Autistic people as they reflect on growing up, identity, and adulthood.
- We hope that these insights can help support young people’s confidence by showcasing real experiences from people who have navigated similar journeys.
- The videos can be found on Instagram: **@belsbarnet** and **@barnetyouth_**

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Community voice: CJ's Bakery

Parent carers told us that they would like to see examples of young people thriving in supportive environments and hear community voice:

Launched in 2021 with a small and enthusiastic team of bakers, CJ's bakery's aim is to help adults with a learning disability achieve their maximum potential by offering them the opportunity to work as a baker in a supportive and friendly baking environment.

CJ's Bakery is a not-for-profit organisation.

Any surplus earnings are reinvested in training chefs.

To watch the video shared at the conference, follow this link:

CJs Bakery – Enabling all abilities



Young people's voice:
A video interview with a year 11 student

A young person attending a Barnet school shared their views about:

- What they are studying
- Where they are studying
- Paid work experience
- Future aspirations
- Advice and support they have received around making decisions to achieve their goals

Young people's voice:
A video interview with a year 11 student

What are you studying currently?

This student is currently studying the core GCSE subjects alongside his chosen subjects of Geography and media studies.

Where are you studying/training currently?

He is currently in his last year at Mill Hill County High School where he will be completing his GCSEs this summer.

Who has helped you with your choices/decisions/options so far in your education/training/skills development?

The student feels that he has been helped by the support team at his school and the careers advisor who has helped him look at course options based on his interests.

What do you hope to do when you are aged 20?

The student hopes to have a customer service role in a working environment.

Young people's voice:
A video interview with a year 11 student

How will you achieve this?

The student will achieve this by going to college to study the relevant courses. He also currently has a Saturday job to gain work experience in a role where he helps to organise Lego. His favourite part about his work experience is getting paid.

What further information do you think will be helpful for you to make

informed choices about your plans for the future?

The student would like to spend further time with the careers advisor to get more information about how to reach his aspirations.

Young people's voice:
A year 11 student's views, shared by the specialist teaching team - vision

What are you studying currently?

Student is studying GCSEs in Maths, English Language and Literature, Physics, Chemistry, Biology, History, German and Business Studies.

Where are you studying/training currently?

He is currently at East Barnet School and is hoping to progress to Woodhouse College in September to study A levels.

Who has helped you with your choices/decisions/options so far in your education/training/skills development?

The student feels that he has been helped by his family, all of the staff at school but especially a Higher Level Teaching Assistant for HI/VI.

What do you hope to do when you are aged 20?

The student is very clear in his aspirations. He would like to attend London School of Economics to study for an Economics degree.

Young people's voice:
A year 11 student's views, shared by the specialist teaching team - vision

How will you achieve this?

The student is aware that he will have to study very hard to achieve this goal as well as participating in extra-curricular activities. He is also aware that he will have to start clearly advocating for his access needs particularly if he is successful in gaining a university place as support from the Vision Team in Barnet will end.

What further information do you think will be helpful for you to make

informed choices about your plans for the future?

The student had an excellent idea about additional information. He would like to speak to someone who is attending a Russell Group university and who has a similar disability. He would also like contact with University Admissions to discuss the most effective way to present his application and disability.

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Planning for Adulthood BELS Conference

Transferring into Adult Social Care
Andrew Maskell – Head of Service

BELS Adulthood Conference

Transition into Adult Social Care

Adult Social Care

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Why is Understanding and Planning for Transition Important?

Adult Social Care

- Transitions is the process of moving from children's social care to adult services – and the two can feel very different and a little daunting.
- Many services and support systems change at 18 years.
- Benefits can change at 18 years.
- Young people become adults in the eyes of the law* – we must assume that the have the capacity to make decisions for themselves unless they are assessed as not having capacity (under the Mental Capacity Act 2005).

* This includes: parents no longer having the automatic right to make decisions for them, young people being able to be financially independent, being able to make healthcare decisions for themselves, being able to sign tenancy agreements, being responsible for their actions under law.

Who is eligible for transition into adult social care services?

Adult Social Care

- They have a disability or long -term condition. This includes young people with mental health needs, and young people with autism. They will have care and support needs

- They will often have an Education Health and Care Plan.

- Some young people do not need adult social care and can have their needs met through community and universal services.

The social care services that young people can receive care and support from are:

- Transitions Team
- Learning disabilities health team
- Mental Health Team

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The Transitions Team.

- The team is made up of 5 social workers, 1 assessment and enablement officer, and 1 family support worker (AEO).

- The team works with young people who have a range of disabilities – but the predominant groups are people with a learning disability and/or with autism (219) . In November there were 14 young people with a physical disability/health condition supported by the team. Figures are slightly misleading due to mis coding of people as having a learning disability.

- The team works with young people from age of 18 to 25 years with those individuals transitioning to the LD Team or Localities (young people with physical/sensory/complex health).

- Young people who meet the criteria of having a learning disability (national criteria) will also be supported for their health needs by the learning disability health team.

- People who have an L.D have to source therapies (SLT and Physio) through SEND if at school or college.

- If young people do not have an L.D will have to access health and therapy support through community health services.

Adults Services- Working with young people with a disability before they are 18yrs

There are 6 areas of focus for the Adults Services:

1. **Early engagement between social care, health and education, and other professionals and agencies involved the young person.**

   This to start through the multi agency Transition Tracking Panel through which young people who may need care and support being identified (from 14 years).

2. **Early identification of which adult service will be best placed to support the young person – including eligibility for support from the Learning Disability Health Teams**

3. **Ensure that the young person and their family to ensure they have the information they need to prepare for life post 18 years.**

4. **Following engagement with the young person ,and their family undertake a Care Act Assessment plus any required statutory duties (MCA, DOLS) from 17 years 6months to ensure care and support arrangements are confirmed before a young person turns 18 years**

5. **Ensure that young people and their families are aware that services in Adults Services may have a financial charge. Work will take place to make sure that the young person and their family are aware of their benefit entitlements and that financial assessments have been completed in advance of transition to Adult Services.**

6. **Ensure health funding applications are made, or current health funding continues when the young person turns 18 years.**

Adult Social Care

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Learning Disabilities Team – Health Support at 18 years

Adult Social Care

- When a young person moves into adult services, and they have a learning disability can be supported by the Barnet Learning Disability Health Team.

- There is an eligibility criteria for this service:

    1. Significantly below average intellectual functioning - IQ below 70 this might be available on a GP or health records.

    2. Impairments of adaptive functioning (communication, self care/home living, social functioning, interpersonal skill, use of community resources, self direction, functional academic skills, work and leisure, health and safety)

    3. Onset before the age of 18 years however it is generally accepted that onset is developmental.

- Young people who are not eligible for support from the Learning Disability Service will access mainstream health services through their GP.

- If a young person is still in education, some therapies will continue to be met through education – such as speech and language therapy and physiotherapy.

Who works in the Barnet Learning Disabilities Service?

Speech and Language Therapy

The Speech and Language Therapist can help you with communication. This means helping you to understand and get your message across.

They can also help if you have problems with eating and drinking.



Physiotherapy

The Physiotherapist can help if you have problems with moving or comfort. They can also help if you have a fall or hurt yourself.

They help you feel better by giving you advice, exercise or equipment.



Learning Disability Nurses

The Learning Disability Nurse can help you to stay healthy.

They work with other health and social care workers to make sure you get the help you need in a way that's best for you.



Psychology

The Psychologist can talk to you about your thoughts and feelings. They can help when you feel worried, sad or angry.

They can help you talk about bad experiences or memories. They also help you with relationships and friendships.

Psychologists work with you and people around you when there are challenges.



Who works in the Barnet Learning Disabilities Service?

Adult Social Care

Psychiatry

The Psychiatrist is a doctor who can help you with your feelings and thoughts.

They can help by listening and talking to you. They can give you medicine and ask other health workers to help you.



Social Workers

The Social Worker can make sure you get the help you need to stay healthy and safe in the community.

This means helping you to look after yourself and doing activities that make you happy. They also help your carer or family get the help they need to care for you.



How to contact the Barnet Learning Disability Service:



Address:

Barnet Learning Disabilities Service

2 Bristol Avenue

Colindale

NW9 4EW



Telephone number:

020 8359 6161



Email:

BLDSintegratedduty@barnet.gov.uk

Mental Health Team

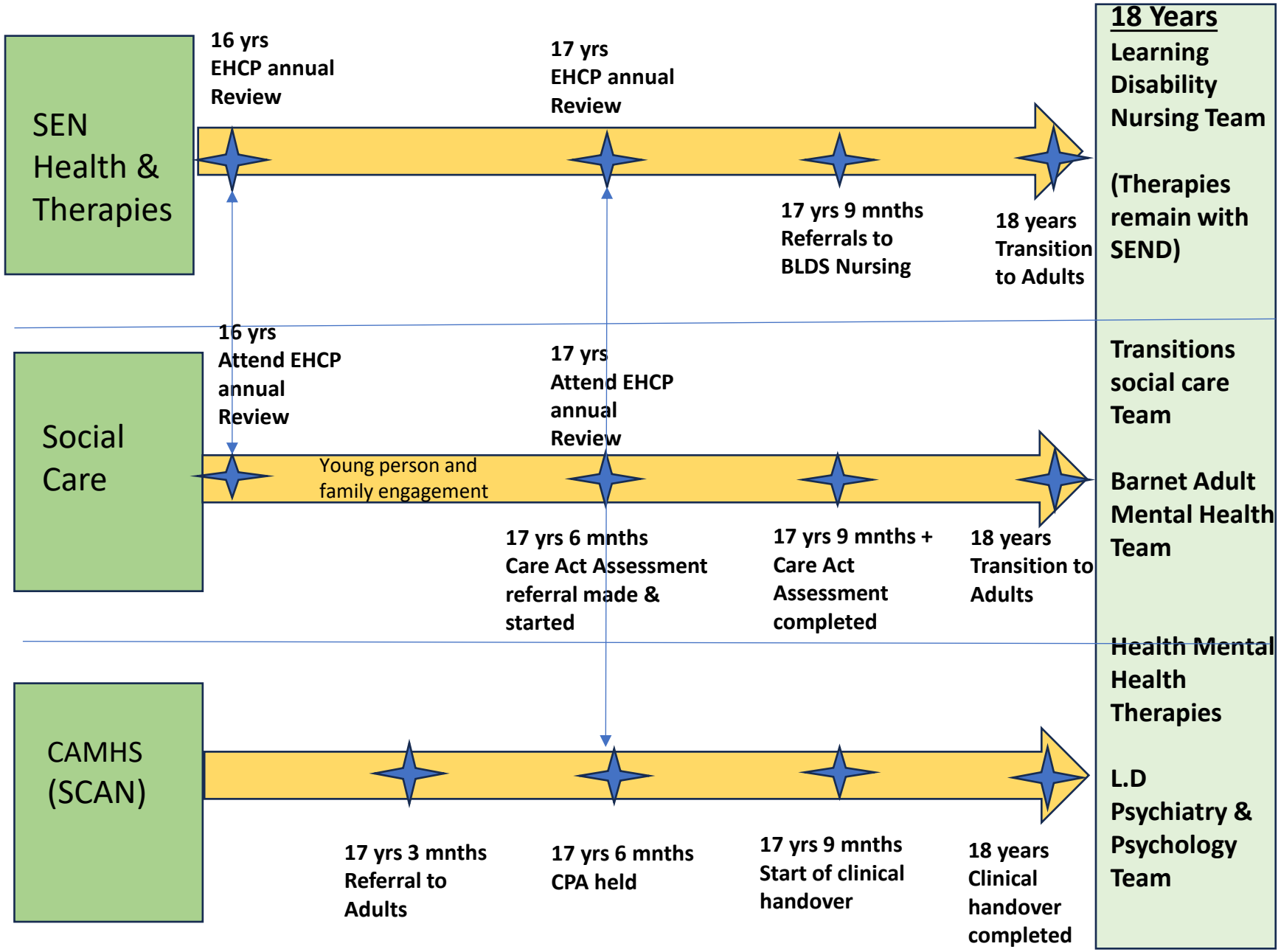
There are 2 pathways to adult services for people who have, or may have mental health needs and may require care and support services:

Known to CAMHS

- Referral to MH Transitions Team & Adult MHS (NLFT)
- Complete Referral Form if **mental health is their primary need** and a need has been identified which requires intervention according to the Care Act – SocialCareDirect@Barnet.gov.uk
- MH ASC Locality Teams screens & triages referrals and brag rates accordingly
- Care Act assessment completed before 18 if eligible
- Therapy and clinical handover planned in collaboration with MH Transitions Team & Adults MHS (NLFT)

2. Not known to CAMHS

- Referral to GP for MH Support (Primary Care)
- Complete Referral Form if **mental health is their primary need** and a need has been identified which requires intervention according to the Care Act –SocialCareDirect@Barnet.gov.uk
- MH ASC Locality Teams screens & triages referrals and brag rates accordingly
- Care Act assessment completed before 18 if eligible
- Therapy and clinical handover planned in collaboration with Adults MHS (NLFT)


SEN Health & Therapies
16 yrs EHCP annual Review
17 yrs EHCP annual Review
17 yrs 9 mnths Referrals to BLDS Nursing
18 years Transition to Adults
18 Years
Learning Disability Nursing Team
(Therapies remain with SEND)
Social Care
16 yrs Attend EHCP annual Review
17 yrs Attend EHCP annual Review
Young person and family engagement
17 yrs 6 mnths Care Act Assessment referral made & started
17 yrs 9 mnths + Care Act Assessment completed
18 years Transition to Adults
Transitions social care Team
Barnet Adult Mental Health Team
CAMHS (SCAN)
17 yrs 3 mnths Referral to Adults
17 yrs 6 mnths CPA held
17 yrs 9 mnths Start of clinical handover
18 years Clinical handover completed
Health Mental Health Therapies
L.D Psychiatry & Psychology Team

Assessing care and support needs.

Adult Social Care

- When a young person reaches the age of 18 years meeting any eligible care and support needs falls under the Care Act 2014.
- The Care Act sets out a number of criteria that would need to be met for someone to be eligible for support from the local authority.
- The Care Act says that local authorities must assess young people before they turn 18 if they are likely to need care and support as adults. From this assessment a care and support plan is drawn up detailing the support an individual needs.
- Not all the support detailed in a support plan is paid for services. It includes support the family gives, as well as other community-based services and resources
- It also says that if adult services are not yet in place children's services must continue past 18 years.
- The Care Act also requires assessments and transition planning to focus on the young person's needs, goals, and independence.

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What care and support services are available?

Adult Social Care

- Homecare support to enable someone to stay at home or in their own accommodation.
- Supported living
- Residential (often linked with education)
- Shared lives
- Day centres
- Support for community activities (personal assistant)
- Respite – at home and in the community
- Employment – including apprenticeships and internships (often in partnernership with education)
- Support to identify community and universal services (Prevention and Wellbeing Team)

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Things to consider before transition to Adult Service

Services can be provided in the following ways:

- Directly commissioned by the Council
- Direct payment – the service user/family can arrange for and pay for care and support services themselves. The budget for this is determined through the young person's care and support plan following Assessment.

Charging:

- Everyone in receipt of paid for services will be subject to a financial assessment and may be required to make a contribution to the cost of their care.

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Planning for Adulthood BELS Conference

Housing and Supported Living
Sandria Mcintosh & Lateefat Oyekunle
DALO

DALO
Development and Learning Opportunities

DALO
LIVING & TRAVEL

Development & Learning Opportunities:

An overview of our transition-focused services

Introductions



Sandria McIntosh
Founder & Managing Director
DALO and DALO Living & Travel



Lateefat Oyekunle
General Manager (DALO)
Registered Manager (DALO Living & Travel)

What is DALO?

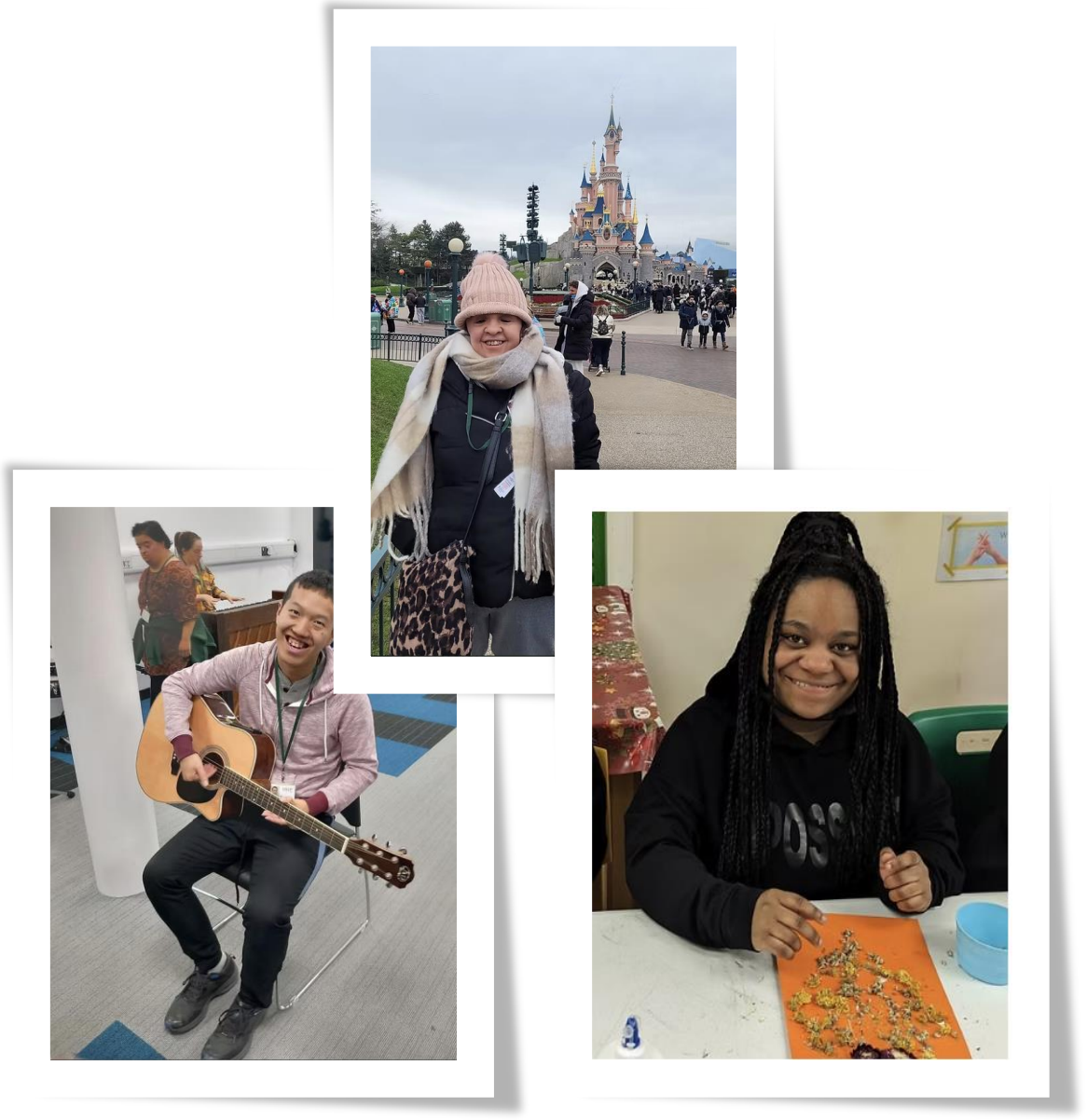
Founded in 2010, DALO is a north-London based service that provides support to young adults who have learning and/or physical disabilities.

We have two services: DALO Living & Travel and Development & Learning Opportunities (DALO)

We offer **supported living and holiday respite** at DALO Living & Travel

and

Group-based activities within a day centre setting at DALO



DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Our Mission

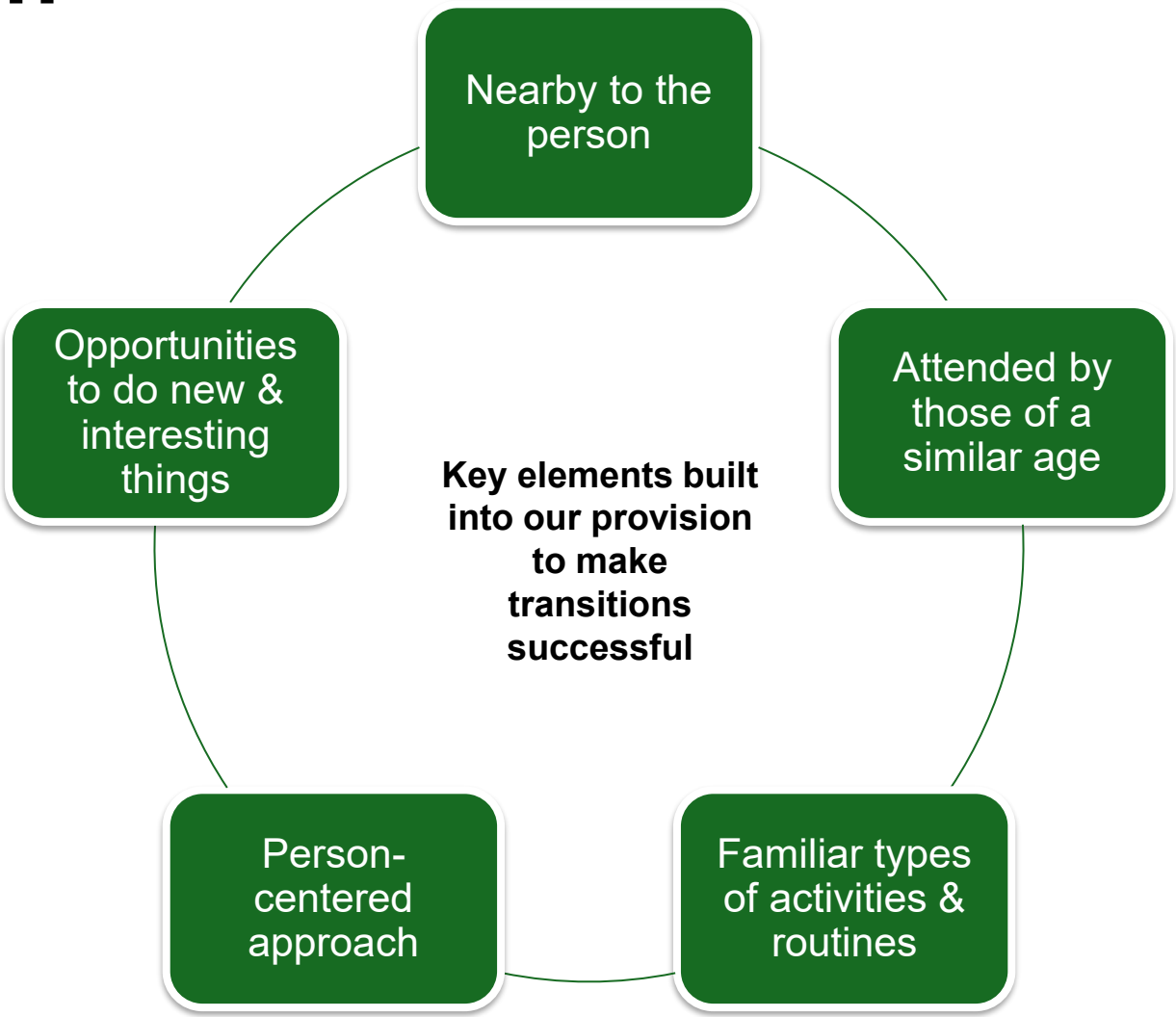
Our mission is simple: we aim to empower our 'members' to build upon their life and social skills to enable them to best live the life they want to live

DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Dedication to Transition

We understand the difficulties young adults and parents/carers can face during the move from school/college to adult services and so a focus on transition was built into the design of our provision from the beginning!



DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

An Overview of our Services

We offer a holistic range of day and 24/7 services that can meet a variety of needs.

When someone joins a DALO service, they have the opportunity to access all of our other services should they wish to!

Members can therefore benefit from a similar ethos, peer group and in some instances staff team whichever service they attend







DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Supported Living

What is it?

Defined by the Care Quality Commission (CQC) as schemes that provide personal care to people as part of the support that they need to live in their own homes

The personal care is provided under separate contractual arrangements to those for the person's housing, enabling the person to switch their care provider if they wish without having to move out of the accommodation if they are happy & settled there

How can it help?

It can enable someone to gain more independence by moving from the family home to their own accommodation, whilst still providing a high level of support to develop their life skills, participate in meaningful activities and access the community



DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Supported Living: Frequently Asked Questions

1. How do I access supported living?

You can request a Social Care Needs Assessment from the local authority that you live in, informing them that you are specifically interested in supported living. A social worker will then be allocated to you and will come out to meet with you to find out more about your needs. If you are eligible, they will create a personalised support plan and help you find suitable providers that fit your needs and preferences

2. Who pays for a supported living placement?

It depends upon the person's financial situation. This will be explored by the social worker during the assessment. Supported living placements generally have three aspects to pay for – the rent, the care & support costs and the daily living costs (e.g. service charge, food etc)

If you qualify for Housing Benefit, this can be applied for to pay for the rent element of the placement.

The care & support costs of the placement can be paid for by the local authority, the NHS or yourself, or a combination! It really depends on your individual situation, but you are eligible to have your local authority pay towards the cost if you have less than £23,250 in savings/assets, but you still may need to contribute to the cost

The daily living costs are paid for by yourself, using funds from benefits (Universal Credit, Personal Independence Payment [PIP]/Disability Living Allowance [DLA] etc), work or savings

DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Supported Living: Frequently Asked Questions

3. Can I keep doing activities I like doing if I move into supported living?

Yes! When the social worker does their assessment, they will take into account the things the person enjoys doing, provide meaning to their lives and helps them to achieve their goals

4. Can I go home to visit my family / have them visit me?

Yes! Social and familial relationships are really important so it is absolutely fine to visit home or have family and friends come and visit you. You are still able to do things like go away on holiday with them as well

DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Holiday Respite

What is it?

Respite generally denotes when a person who receives support goes somewhere else for a period of time to give parents/carers some much deserved time off. At DALO Living & Travel, we offer respite in the form of holidays for our members, supporting them to go to different places across the UK or abroad. In the past we have been to the likes of Center Parcs, the Algarve and even to Disneyland Florida! This is becoming increasingly popular so this year we are offering ten holiday respites!



How can it help?

It can support with the transition to living more independently by offering many of the experiences of moving out but for short, low-pressure periods of time. For families, it is not only a time to rest, but also a chance to understand how the person they support copes in new environments, enabling them to better plan for the future.

DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Day Centre Service

What is it?

Our day centre is a place where our members can take part activities which help to build upon their life and social skills. We support them to do work experience, cooking, sports, music, drama and lots more, whilst giving them a chance to regularly socialise with others. Our service is open Monday to Saturday throughout the entire year (excluding Bank Holidays)

How can it help?

The DALO programme is designed to offer its members similar types of activities that they may have done at school/college to help support with the transition into adult services

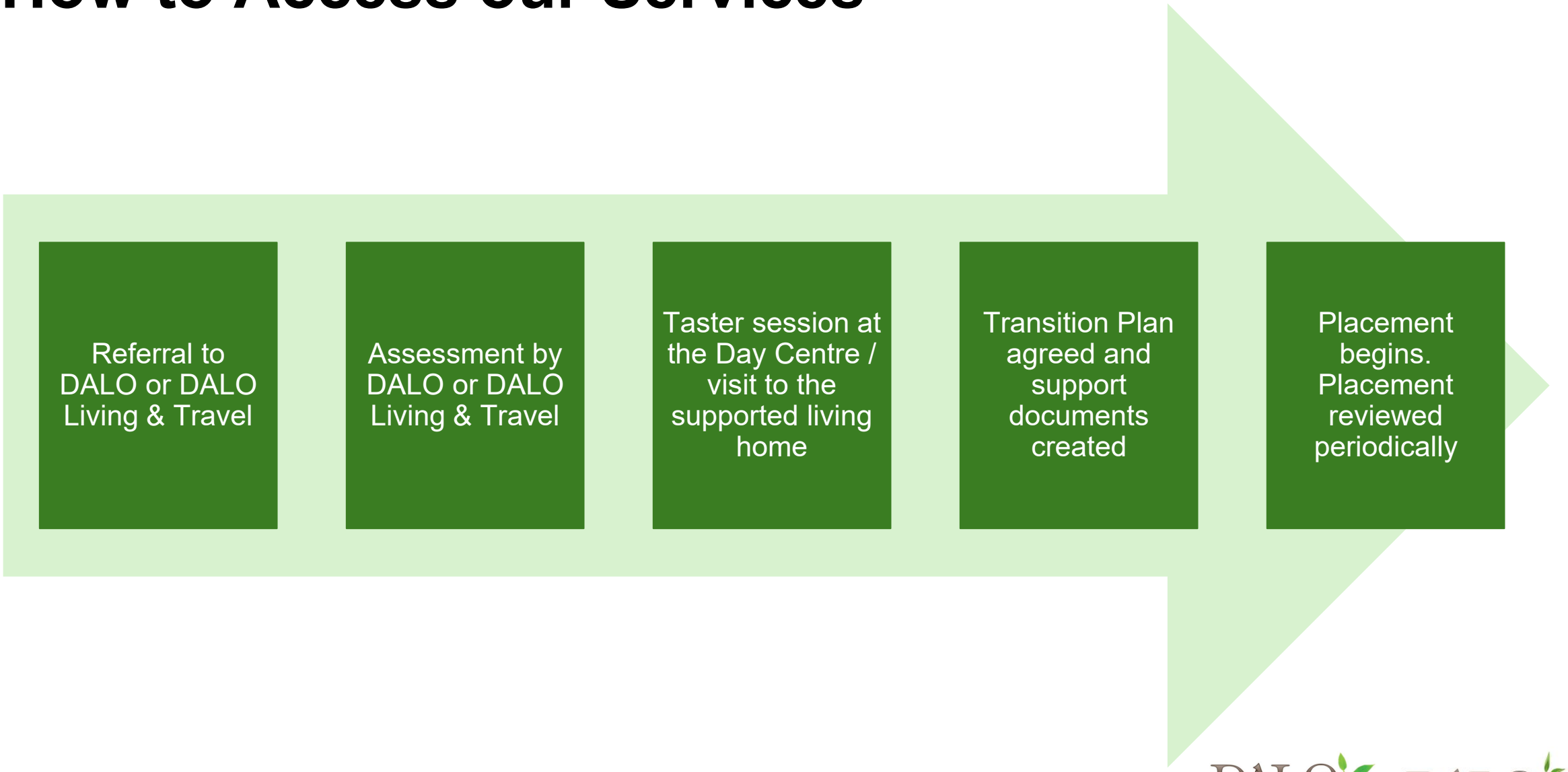
By engaging in meaningful activities on a regular basis, our members maintain and build new skills, and by doing these in a group setting, have the chance to form strong relationships with other people of a similar age



DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

How to Access our Services



DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

How to Contact Us

More information is available on our website:

www.dalo.org.uk

To make a referral / ask questions about any of our services please contact us on:

enquiries@dalo.org.uk

0208 368 0943

DALO Development and Learning Opportunities

DALO LIVING & TRAVEL

Agenda

- 10:00 – 10:10 Welcome – Mala Perera
- 10:10 – 10:40 Keynote Speaker – Dr Carrie Grant MBE (HC)
- 10:40 – 10:55 Specialist Inclusion Service and Cross Service Collaboration – Mala Perera and Tony Lewis
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Planning for Adulthood BELS Conference

Benefits

Jill Clarke and Lucy Clifford
Barnet MENCAP











BARNET MENCAP SERVICES



Mission Statement

Barnet Mencap provides services and support for people with learning disabilities and/or who are autistic, and their family carers.

Children & Family Services

Offering support, information, and workshops for parents of children and young people up to the age of 18 in the borough of Barnet.











Barnet mencap Autism Hub

The Autism Hub is a community space and support centre led by and for people on the autism spectrum who do not have a learning disability. All HUB staff are neurodiverse themselves, which aids effective communication and understanding for our members.

We offer:

- Interactive workshops and social activities.
- Peer-led learning and discussion.
- Body doubling and drop-in information and advice sessions.






Community and Opportunity Project (COPs)

The COPs project provides social and leisure opportunities for adults with learning disabilities and/or autism. We offer a wide range of activities, so there is something for you!

We offer two programmes, Springboard and Fit2gether:

Springboard offers social, cultural, educational, health, and wellbeing activities including meals out, bingo, pub visits, day trips, arts and craft sessions, theatre and museum trips and cultural evenings.

Fit2gether offers the chance to try sports and physical activities at your own pace, whilst having fun and making friends. Activities change over the course of the year, but regularly include swimming, Zumba, yoga, rugby, football, golf, and walking groups.

Employment

The Employment Project provides people with a learning disability and/or autistic people first class employment support.

Support includes:

- *Building pre-employment skills and personal development.*
- *Support to increase confidence and motivation.*
- *1:1 support to upskill or group workshops.*
- *1:1 in-work support via job coaching.*
- *Employment and training based on career goals.*







Equality Housing

Equality Housing provide opportunities for people to live independently in the community by empowering them to develop and sustain new skills.

Our Services Include:



Shared Houses

Ideal for individuals who want to live with a group of peers. You'll receive regular visiting support to help build your skills and confidence for independent living.

Outreach Support

Designed for people living in their own homes who need occasional support to maintain independence or prepare for the next stage in their journey.



Social Support

One-to-one support for community-based social activities — helping you stay connected, active, and engaged.

Future Planning For Carers

Barnet Mencap is working together with Barnet Carers to deliver a project aimed at supporting Carers.

WE HELP WITH:

- Bespoke Information, Advice and Guidance
- Individual Planning Support
- Peer Support
- Carer's Assessment/Reviews
- Signposting and Referring to Partner Agencies
- Respite

Unfortunately, funding for this ends in July 2026





Working For You

Working For You is an LBB-funded service. The service provides free information, advice, and guidance to adults with a Learning Disability and/or autistic people who live in the borough of Barnet and are 18+





What can we help you with?

We offer a range of services designed to **empower autistic individuals and/or with learning disabilities** and enhance their quality of life.



Benefit applications such as PIP, ESA and Universal Credit issues. We support from Application to Tribunals, if required.



Blue Badge and Freedom Pass application provided the person meets the criteria.



Support to understand letters and correspondence and help form a response.



Care needs assessment referrals and attend a Care Needs Assessment where required.



Helping you get the right care and support, activities and information.



Signposting to other services where more appropriate help can be received.

Barnet mencap

Personal Independence Payment (PIP)

HOW TO CLAIM?

- If your child does not currently get DLA or PIP, you can apply for PIP when your child gets to the age of 16.
- If your child/claimant currently gets DLA, you don't have to do anything until you receive a letter from DWP inviting you to claim PIP.
- There are 2 ways of applying for PIP. A paper copy will be sent to you, or a link for an online version that DWP will send you.
- The number to call for new claims for PIP is 0800 917 2222. For reliable information on how to apply, go to the Gov.uk website.
- When you call the DWP number, expect to be holding on to speak to an advisor for a long time (over an hour).
- When you get through to an advisor, you will need the following information ready to give to the advisor (see next slide).



Barnet mencap

Levels of PIP Awarded

Award	Daily Living Points Needed	Mobility Points Needed
Standard	**8 – 11 points**	**8 – 11 points**
Enhanced	**12 or more points**	**12 or more points**

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What do the components of PIP cover?

These are known as descriptors by DWP



Daily Living:

- Preparing food
- Taking nutrition
- Managing health condition or therapy
- Washing and dressing
- Managing toilet needs
- Communication
- Reading and understanding
- Engaging with others
- Managing money

Mobility:

- Planning and following a journey
- Moving around



How they score each descriptor under PIP?

This is an example of how PIP points are awarded under each descriptor. There is a link below which will take you to a website which will show you all the descriptors and will inform you of the scoring process. We strongly advice that you read this first before completing your PIP form

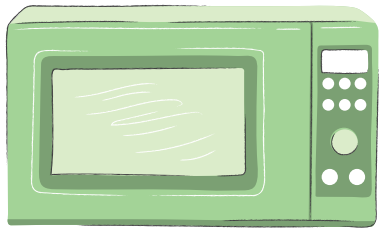
Q1: How many points for preparing a meal from fresh ingredients?
The DWP wants to know if you can safely prepare a simple meal for one person from scratch.



Can prepare and cook a simple meal unaided. –
Score 0



Needs to use an aid or appliance to be able to either prepare or cook a simple meal. –
Score 2



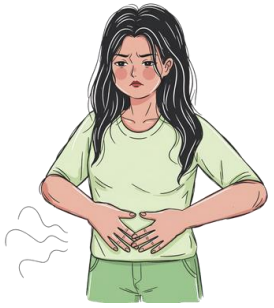
Cannot cook a simple meal using a conventional cooker but is able to do so using a microwave. –
Score 2



Needs reminding or encouraging to be able to either prepare or cook a simple meal. –
Score 2



Needs supervision to help me stay safe or physical help to either prepare or cook a simple meal. –
Score 4



Cannot prepare and cook food. –
Score 8

[How the PIP points system works - descriptors and activities | Advicenow]

What evidence will help to strengthen the application?

- Letters of diagnosis – Autism/Learning Disability/Health-related conditions
- Letters from consultants (Hospital) that shows evidence of diagnosis and/or treatment plans
- Care and support plans if your child has one
- Educational Health Care Plan (EHCP), if in date and currently active
- Any Mental Health Care Plan or evidence of ongoing treatment
- G.P letters or G.P notes that show evidence of when diagnosis were made
- NHS records
- Care Act Assessment if it evidences daily support needs



Useful places to get support from:

Barnet Mencap - 0208 349 3842
www.barnetmencap.org.uk

Welfare Benefits Service – Barnet

Inclusion Barnet - Touchpoint Benefits Service

Citizens Advice Bureau – Hendon

Advice and Information: - Gov.uk website

Barnet mencap

Thank you for your time



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Planning for Adulthood BELS Conference

Barnet Children's Integrated Therapies
Julia Mansell – Clinical Team Lead

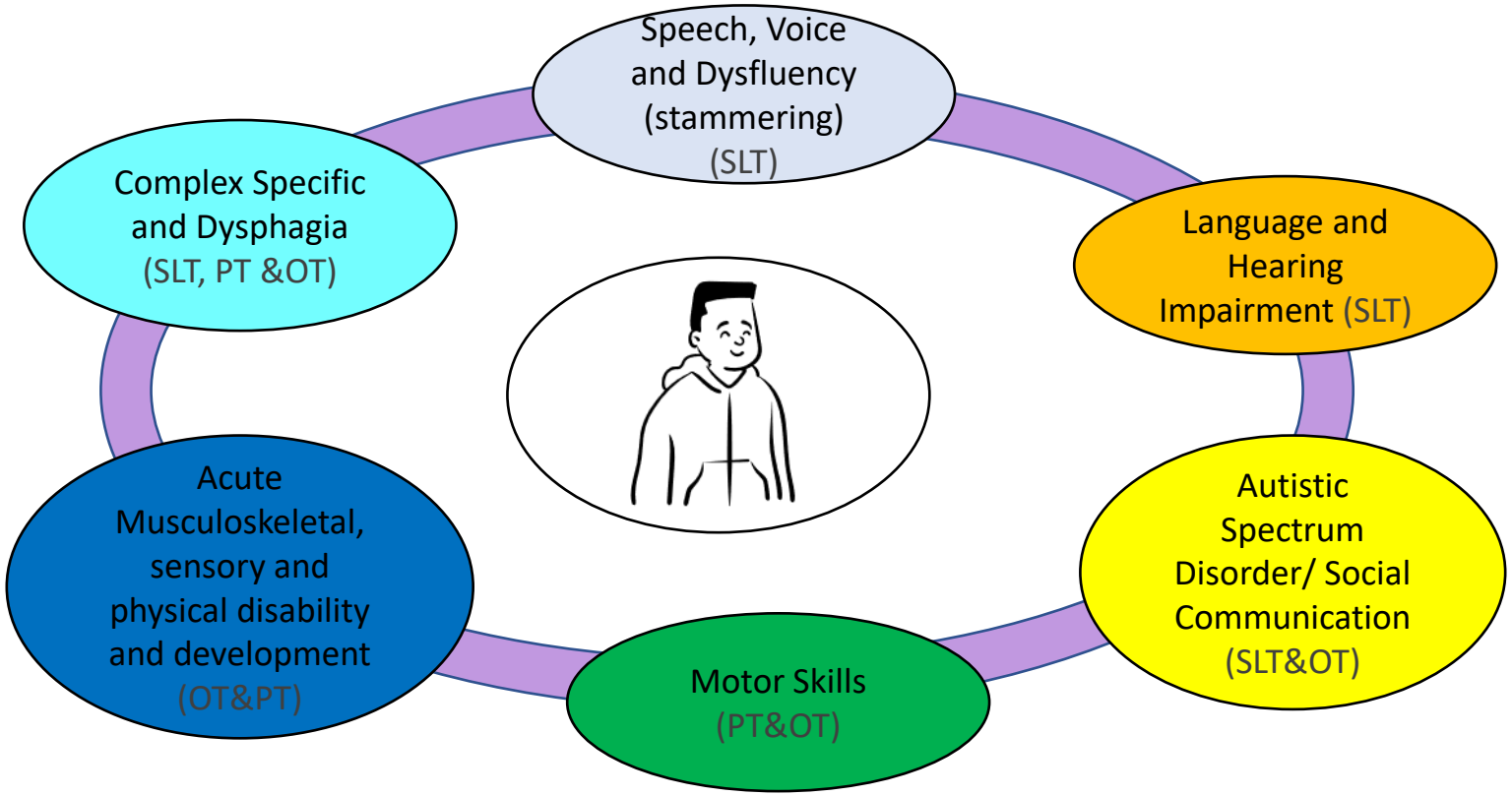
Preparation for Adulthood - Therapies

Delivered by:
Julia Mansell

Clinical Team Lead
Barnet CIT



Therapy for Barnet residents up to 19



ICARE EQUITY

Speech, Voice and Dysfluency (stammering) (SLT)

NHS Whittington Health NHS Trust

Up to 19, Barnet CIT provide

- Setting: Clinic

(some back up at school)

- Format: Group/individual

After 19

- d/c from Barnet CIT
- Stutterers over 19 may be ➔ the City Lit

- CLCH Adult speech and Language therapy service supports adults with acquired SLCN

Language and Hearing Impairment (SLT)

Up to 19, Barnet CIT provide

- Setting: Clinic/school-
- Format: Group/individual
- MDT: ToD, Audiology, RNENT
- SRPs:
  - Support in primary HS provision Barnet : Summerside
  - Secondary provision for Hearing support is OOB

Over 19,

- NHS Support is only for acquired hearing difficulties and focussed on aid management and audiology checks

Autistic Spectrum Disorder/
Social Communication
(SLT & OT)

Up to 19, Barnet CIT provide

- Setting: school/college
- Format: Group/individual
- MDT: Advisory teachers, Psychiatry, CAMHS
- Mainstream support
- SRPs:
  - Primary schools
  - Secondary schools

Post 19

- Barnet Family services hub
- Barnet Mencap Autism Hub
- Flower Lane Autism Service
- Simply Connect Barnet
- Autism and ADHD Support

Acute Musculoskeletal, sensory and physical disability and development (OT & PT)

Up to 19, Barnet CIT provide

- Setting: school or clinic
- Format: Group/individual
- Packages of Care delivered as per clinical presentation and discharged following delivery
- Mostly not older than 16

Over 19s

- Clinically unlikely

Motor Skills
(PT & OT)

Up to 19, Barnet CIT provide

EHCP:

- Setting: school/clinic
- Format: Group/ mostly individual
- Splinting in clinic

Non-EHPC

- Setting: Clinic
- d/c with advice

Post 19

YP may transfer

- ➔ NRC at ECH
- ➔ ALD Team
- ➔ MSK CLCH
- ➔ Barnet Adult Physio team (Barnet Hospital)

Complex Specific and Dysphagia (SLT, PT &OT)

Up to 19, Barnet CIT provide

- Setting: mainstream or special school
- Format: Group/individual
- EHCP support delivered appropriate to need and context.
- Access to Wheelchair and orthotics from Providers (Rosscare and CLCH)
- Splinting in clinic

Post 19

Physio: YP may transfer

- ➔ physio at college
- ➔ NRC at ECH
- ➔ ALD Team
- ➔ Barnet Adult Physio team (Barnet Hospital)

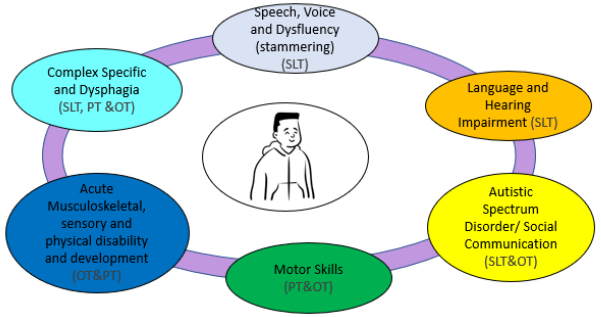
OT: YP may transfer

- ➔ NRC at ECH
- ➔ ALD Team
- ➔ via GP referral to Queens Sq for splinting

SLT: YP may transfer

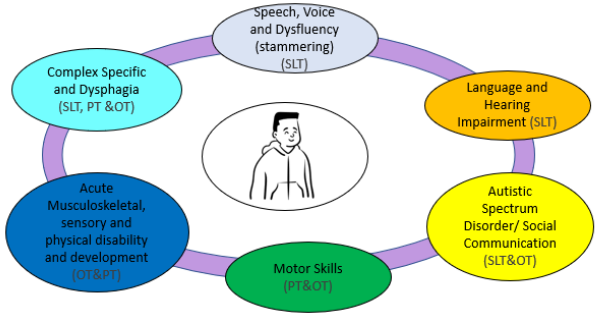
- ➔ SLT at college
- ➔ ALD Team

Access to wheelchair and orthotics providers is direct from GP or family



Transition process = 3 steps

- Preparation before the transitions – often as early as post 16
- sharing knowledge – exploring expectations and learning realities –setting up a plan
- The move



Any Questions?

wwh-tr.barnetCIT@nhs.net

Julia.mansell1@nhs.net

Jeremy.hasson@nhs.net

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Planning for Adulthood BELS Conference

CAMHS
Sarah McCulloch – Pathway Lead
Janaki Bansal – Consultant Child and Adolescent Psychiatrist

What does CAMHS do?



- **CAMHS** provides assessment, treatment and support to children and young people and their families for a range of mental health, behavioural and emotional well-being needs. The service offers a range of individual, family and group based interventions.
- Interventions can include psychotherapy, art therapy, CBT, anxiety group, family therapy, ADHD psychoeduction group and psychiatry.

For young people in need of mental health support or already known to CAMHS:

- CAMHS have a transition policy and process for transition between mental health services for young people who are known to the service and will need care beyond their 18th birthday

- CAMHS have remit to work with young people up to 18 years old. Young people approaching 18 should be referred to CAMHS in the usual way.

There is a transition pathway between CAMHS and AMHS (Adult MH Services), supported by the 18-25 Transition Pathway Team. The pathway includes:

- **Access to consultation about available adult MH services**

- **Transitions Panel to agree the best care for young people where the best post-18 mental health pathway is unclear. The Transition Panel meets monthly and includes representatives from all relevant adult mental health services.**

- **Transition support offered directly to young people as they move between mental health services or where they are referred to adult services having been recently discharged from CAMHS**

CAMHS and Transition Team work collaboratively to support young peoples' transitions across agencies. The allocated CAMHS Clinician for the young person is responsible for supporting any cross-agency planning

For young people in need of support related to ASD or ADHD:

- Professionals are advised to refer any young person requiring an ADHD or ASD assessment at the earliest opportunity and certainly before the age of 17 via the CAMHS neurodevelopmental pathway.

- Young people approaching 18 with diagnosis of/ need for assessment emerging close to 18th birthday for ASD or ADHD, and who are open to CAMHS, will be supported via the transition pathway outlined above

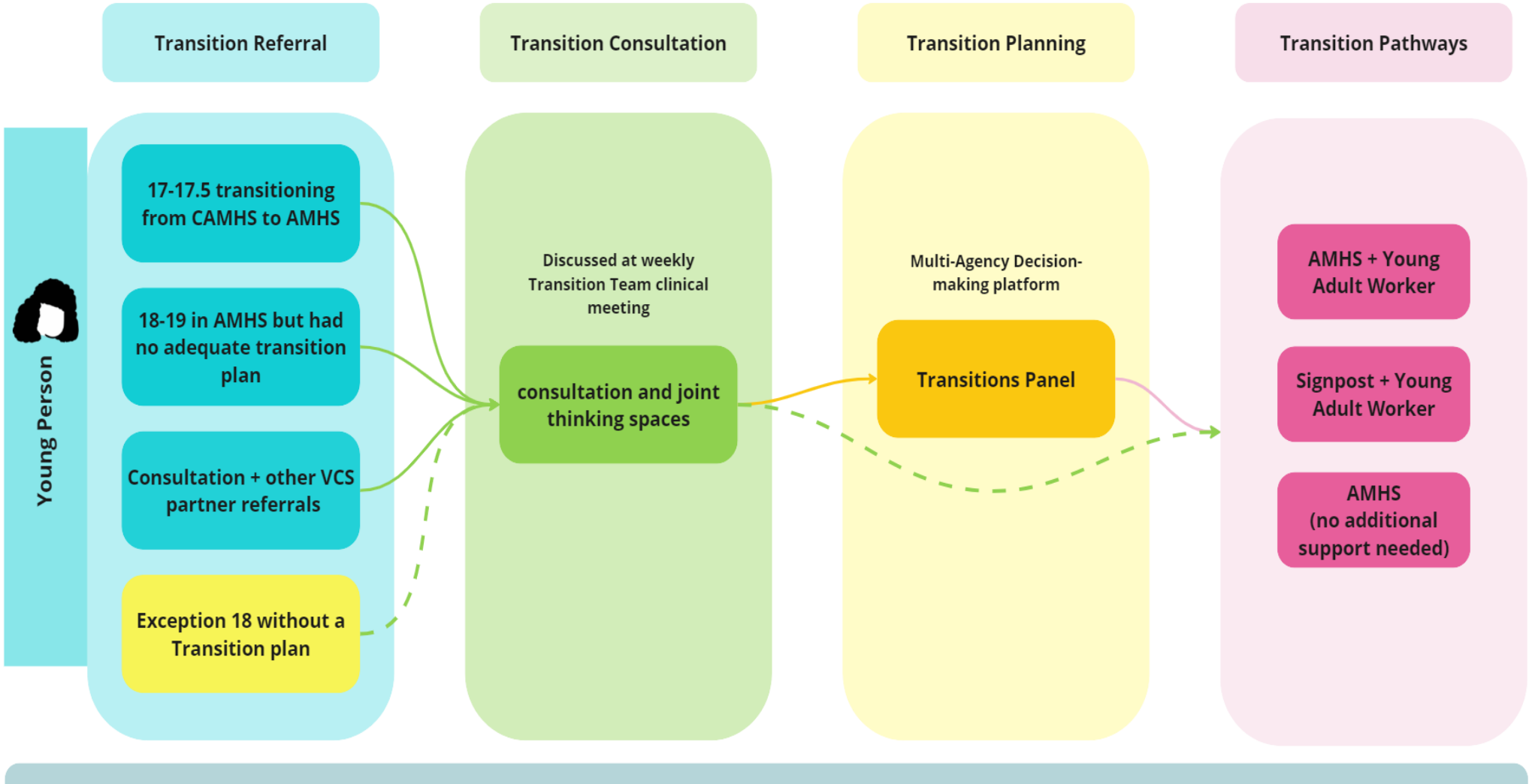
- The North London Foundation NHS Trust provides Adult ASD diagnostic services for Barnet, Enfield, and Haringey, and is accessible through GP referral only.

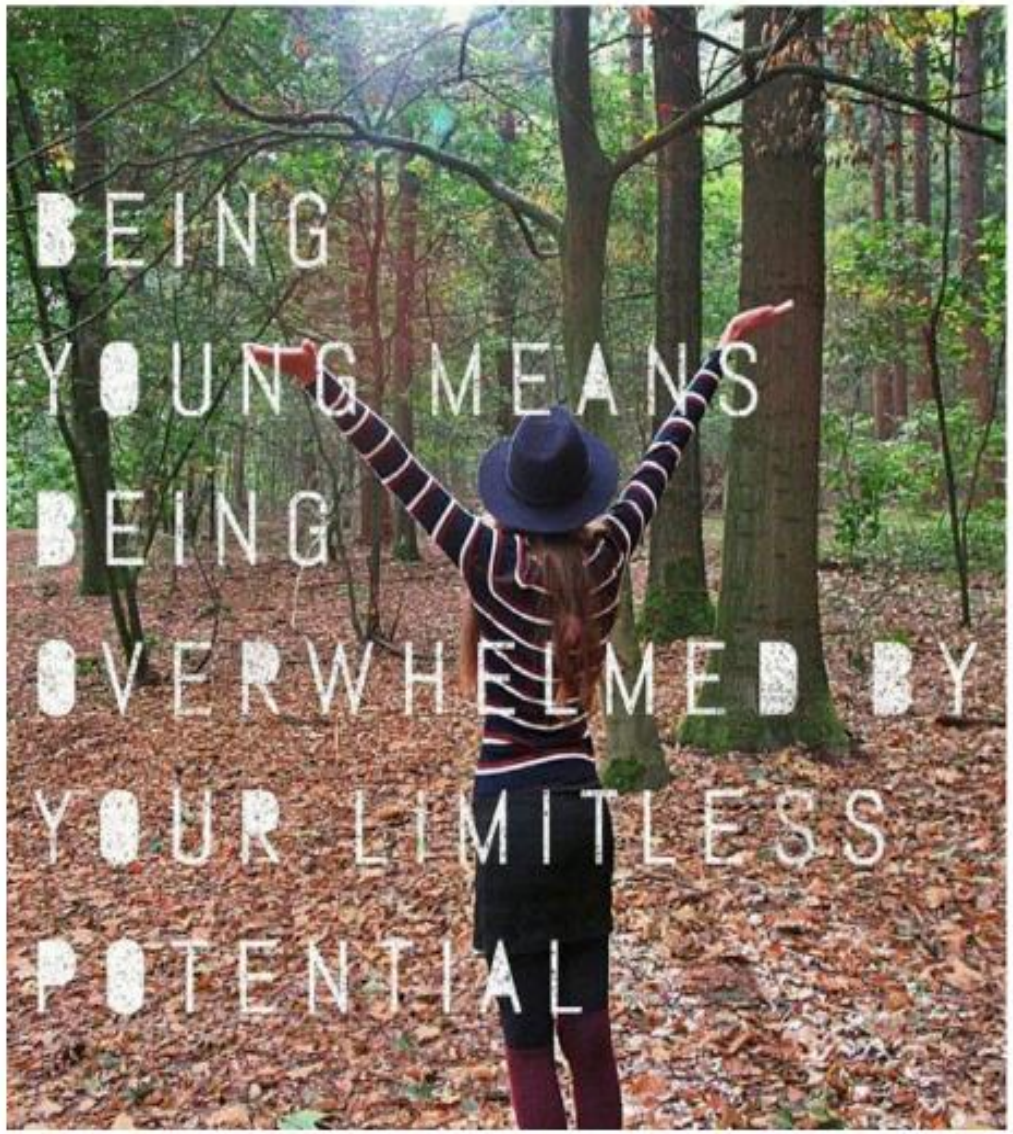
For young people in need of support related to an Intellectual Disability:

- From age 17 onwards all young people under the CAMHS learning disability team are discussed with adult learning disability services at the quarterly Transitions meeting

- Young people with an intellectual Disability who are under CAMHS are referred to the Barnet Learning Disability Service at age 17 and 6 months if they have ongoing support needs

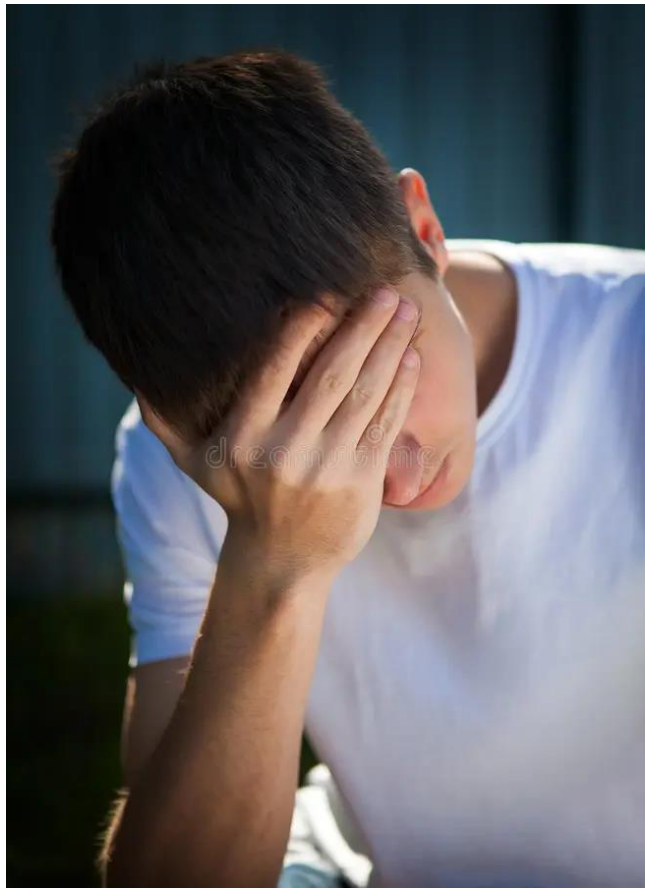
- The BLDS team provides a holistic offer including psychiatry, psychology and nursing and is integrated with social care and occupational therapy


Transition Referral
Transition Consultation
Transition Planning
Transition Pathways
Young Person
17-17.5 transitioning from CAMHS to AMHS
18-19 in AMHS but had no adequate transition plan
Consultation + other VCS partner referrals
Exception 18 without a Transition plan
Discussed at weekly Transition Team clinical meeting
consultation and joint thinking spaces
Multi-Agency Decision-making platform
Transitions Panel
AMHS + Young Adult Worker
Signpost + Young Adult Worker
AMHS (no additional support needed)



- We can work with individuals from 17.5 years of age and prepare for transition to adult mental health services if appropriate
- Support and work with individuals 18-25, to build on strengths and enable them to progress independently
- Support college, university, access to work, etc
- Offer short term therapeutic interventions
- Signpost and transfer of care to appropriate service of places
- Engage with local community services
- Build confidence and hope for the future
- We work with individuals, families, other professionals and services jointly

Where to get urgent help



24/7 mental health crisis support line

If you are a child or young person aged under 18 in crisis and living in Barnet, Camden, Enfield, Haringey or Islington, or if you are the parent or carer of a child or young person in crisis, you can call the mental health crisis support line available 24 hours a day, seven days a week on **by calling NHS 111 and selecting 'option 2'.**

CAMHS

If your child is currently being supported by CAMHS, you can contact your care coordinator or the duty clinician for the service team during office hours on **0208 702 4500**. Out of hours and on weekends, please contact the mental health crisis support line on **0800 151 0023.**

Accident and Emergency Department (A&E)

If a child or young person needs emergency medical help, is seriously ill or their life is at risk, then call **999** or take them to the nearest Accident & Emergency (A&E).

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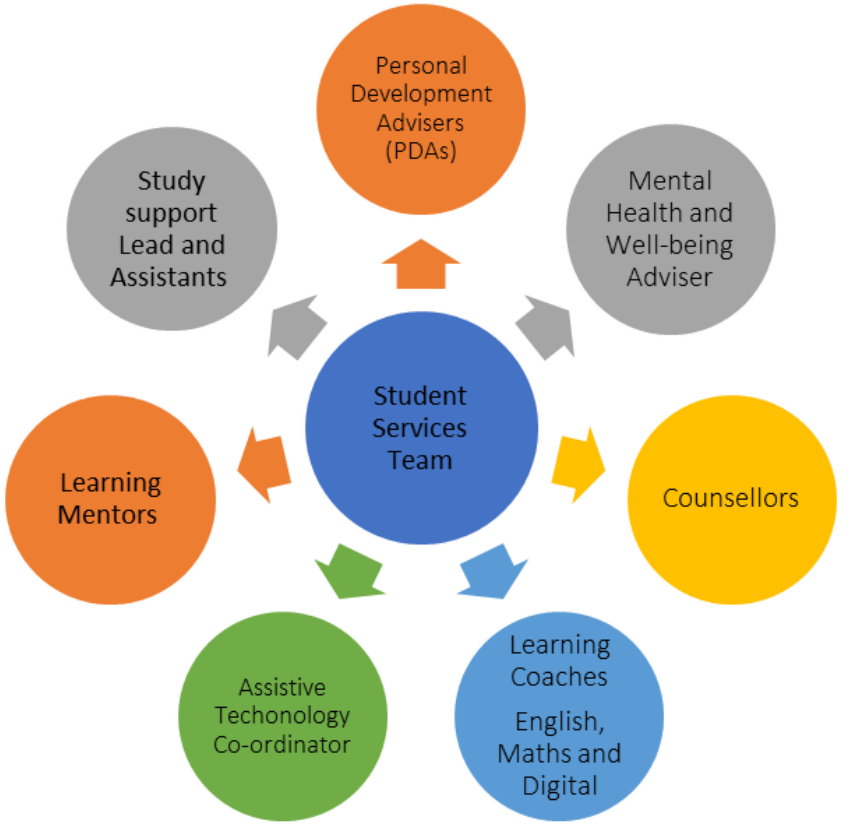
Planning for Adulthood BELS Conference

Barnet and Southgate College
Semone Thompson & Asra Zaidi

Preparing SEND students for Adulthood

Attending Barnet Southgate College

The SEND offer at Barnet Southgate College



Barnet and Southgate College's Values

The college is student-centred and puts students at the centre of everything we do. This means:

- We listen to our students and act on their feedback
- We tailor our services and delivery to meet their needs
- We are adaptable, flexible, and responsive to students needs
- We always try to bring out the best in our students and help them achieve their potential
- We consider the impact on our students in our decision making and College policies
- We go the extra mile to support our learners

The Student Services Team

Specialist Support, Education Health Care Plan Lead & Advisers, Designated Safeguarding Lead Officers, Counsellors

Targeted Support Digital, English and Maths Learning Coaches, Student Support Leads & Assistants Communication Workers, Assistive Technology, Exam Access Arrangements, Learning Mentor

Universal Support : Progress and Achievement Coaches (PACs), Learning Mentor, Attendance and Retention Assistants, Careers Advisers, Student Funding Support Assistants (LSF), Student Engagement Team

Barnet & Southgate College EHCP Guide

EHCP Consultation Process Local authorities consult annually with education establishments to seek agreement as to whether they can offer a provision suitable to meet the educational needs and outcomes as set out in the Education Health and Care Plan (EHCP)

EHCP Advisers working within Student Services are responsible for responding to consultations and will consult internally with Curriculum Managers and Tutors to provide feedback on the suitability or incompatibility of the provision which contributes to the consultation process.

EHCP advisers will:

- Responds to local authorities within 15 calendar days
- Conduct a learning support interview for all applicants with an EHCP
- Communicate with feeder schools to help gather evidence and information to aid the consultation process
- Obtain and share assessment outcomes conducted by a member of the LLDD Team for applicants/students with profound/complex needs
- Assess and plan support, including High needs funding and external/internal support arrangements

What is on offer at Barnet Southgate College

- Entry requirements
- Course duration
- Different curriculum areas
- Timetable
- Breaktimes
- Extra curricular activities

Open Days: Spring and Summer

- Southgate campus – Wednesday 11th March (10th June)
- Colindale campus – Wednesday 4th March (3rd June)
- Barnet campus – Wednesday 18th March (17th June)
- All open evenings are from 3:30-6:30pm
- Go online and book your place



Questions?

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Closing Comments
David Whalley - Lead Autism Advisory Teacher Secondary and Post 16