



Hillingdon **SEND**
and **AP** Partnership

Hillingdon Preparing for Adulthood Guidance

May 2025

Introduction

Getting Ready for Adulthood (PfA)

Getting ready for adulthood is a big step. It means learning new skills and having experiences that help you become successful and independent. The Preparing for Adulthood (PfA) plan helps you move from being a kid to an adult. It focuses on four main areas:

- **Jobs:** Learning skills to get a good job.
- **Living on My Own:** Learning how to take care of yourself and your home.
- **Being Part of the Community:** Joining activities, making friends, and feeling like you belong.
- **Health and Well-being:** Staying healthy and getting the support you need.

By focusing on these areas, the PfA strategies aim to help me reach my full potential and live a happy, productive life. Whether through special education programs, job training, or community activities, these strategies provide a complete plan to support my transition to adulthood.



Early Preparation

Start Early: It's important to start early to get the support you need to reach your goals. This guide gives you advice, tips, and examples to help you understand the support available.

What is 'Preparation for Adulthood'?

The Preparing for Adulthood (PfA) plan helps you get ready for adult life. It is based on research that shows young people with disabilities want to make their own choices and have control over their support..

Most young people go to school, so schools, colleges, and other education places are important in helping you reach my long-term goals. But getting ready for adulthood isn't just about school. It's also important to work with social care and health professionals, and the local community, to help you reach your goals.

This guidance will help you understand the 5 key areas when it comes to preparing for adulthood:

1. **Paid Employment and higher education**
2. **Housing options and independent living**
3. **Good health**
4. **Friends, relationships and community inclusion**
5. **Choice and control**



Preparing for Adulthood from the early years

Families should know early on that most children and young people with special educational needs (SEN) or disabilities can get jobs, live on their own, and join in community activities with the right support. Professionals should encourage you with these goals from the start.

Inclusion in Social Groups

Joining Social Groups: Schools and early years providers should help you join social groups and make friends. You should be encouraged to join activities with your peers and take part in school and community life. Support in early years (like nursery and pre-school) has a lasting impact on your life and your family's life through Planning

Planning for you should be detailed, helping you to dream big, explore options, make informed decisions, and get the support you need throughout their education and into adulthood. This planning should focus on your strengths, dreams, and situation, involving everyone important in your support network.

Supporters of PfA

Supporters of PfA: Supporters should work with you and your family to find out what is important to you, see what is working and not working in your life, and use the five pillars to create a practical and supportive plan for your future.

- **6 years old:** Children start to adopt stereotypes about gender, ethnicity, and social background, which can affect their future career and subject choices.
- **9 years old:** Children begin to let go of fantasy careers and become more aware of real-life limitations.

Careers and Enterprise Company, 2021



Key areas of Preparation for Adulthood (PfA)

1. Paid employment and higher education

After you turn 16, you have different training options to choose from. How you pursue these opportunities is up to you, and your school can help you choose the path that fits your future goals. Some options include:

- **Further Education:** Colleges offer many courses, from academic subjects to vocational training.
- **Apprenticeships:** You can combine work and study, gaining practical experience while earning a qualification.
- **Traineeships:** Short-term programs that help you gain the skills and experience needed for an apprenticeship or job.
- **Supported Internships:** These are for young people with SEND, providing on-the-job training and support.
- **Work-Based Learning:** Opportunities to learn and earn within a workplace setting.

Schools can help you explore these options and make informed decisions to achieve your desired future.

Careers Guidance for Young People with SEND

In December 2017, guidance was published to help schools build a high-quality careers system for all young people. This guidance, updated in January 2018, uses the Gatsby Charitable Foundation's Benchmarks to improve careers advice in secondary schools and academies.

Key Points of the Careers Strategy

- **Gatsby Benchmarks:** Your school is encouraged to use these benchmarks to meet legal duties, including providing independent careers guidance and opportunities to learn about technical education and apprenticeships.
- **Statutory Guidance:** The guidance is based on the Gatsby Benchmarks, explaining what your school needs to do to meet each one. While not a law, using these benchmarks helps your school meet legal obligations.



- **Challenges for SEND Students:** You may face unique challenges when moving from school to further education and work. The Gatsby Benchmarks provide a plan for good careers advice.

For more detailed information, you can refer to the statutory guidance here and the SEND Gatsby Benchmark Toolkit here.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf

Education Health and Care Plans

Your EHCP (Education, Health, and Care Plan) can play a crucial role in helping prepare you for a successful and fulfilling adult life. The annual review is the official process of looking at your needs, the support you receive, and the goals in your EHC plan, and deciding if any changes are needed. Understanding what your EHC plan should include will help me you ready for an annual review.

Your Local Authority (LA) must talk with you (and with your school or college if I attend one) about your EHC plan and consider your views, wishes, and feelings.

Here's what happens during the annual review process:

1. An annual review meeting must take place to discuss my EHC plan.
2. Information must be gathered from me and from professionals about my EHC plan and then shared two weeks before the meeting.
3. After the meeting, a report of what happened must be written and sent to everyone who attended the meeting or provided information.
4. After the meeting, the LA reviews my EHC plan.
5. The LA must notify me of its decision within four weeks of the meeting.

An **annual review checklist** is attached as **Appendix 1** to help you understand the annual review process further.



While the EHCP can continue until you are 25, it might end at a younger age for various reasons, such as starting a job, going to university, meeting your goals, or no longer needing the level of support provided by an EHCP. The EHC SEND Team will communicate the decision to end your EHCP with you and explain why they are proposing to do so. You will have the chance to share your views, and they will always consider your pathway, progress, and next steps. When you receive the final letter about ending your EHCP, you can appeal or disagree. However, they will always try to resolve any disagreements before it comes to that.

SEN support

SEN support is designed to provide a comprehensive framework that helps young people with special educational needs who do not have an EHCP, to achieve full potential and lead fulfilling adult lives. For more advice on SEN support you should seek advice from your school or college's learning support department.

Reasonable Adjustments

The SEND Code of Practice outlines the duty of schools and colleges to make reasonable adjustments for students with special educational needs and disabilities (SEND). These adjustments ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

Examples of Reasonable Adjustments:

- Provide a clear and predictable routine to reduce anxiety.
- Use visual schedules and cues to help the student understand expectations and transitions.
- Allow regular breaks and opportunities for physical movement to help manage hyperactivity and improve focus.



- Break tasks into smaller, manageable steps and provide clear, concise instructions.
- Create a safe and supportive environment where the student feels comfortable communicating. This might include using non-verbal communication methods like writing or using a communication app.
- Gradually increase the student's exposure to speaking situations, starting with one-on-one interactions and slowly progressing to larger groups.

Help with exams

Many children and young people like you, with learning difficulties or disabilities, will need 'access arrangements' in external exams. This could mean extra time, using a laptop, or having a scribe to write down your answers. Access Arrangements allow you to take the assessment without changing what the assessment is asking us to do.

1. **Appendix 2** provides a template letter to help you communicate with your school or college. *Template letter to help request exam arrangements at school.*

Vocational Profiling

A vocational profile is a tool for collecting information about your work-related interests and goals. It helps understand what you want to do and why, ensuring a good job match. This profile should be completed with the support of a school/college teacher or another supportive person



through conversations. Ideally, it should be kept online and updated regularly after any work experience or placement. It can be used from school year 8 or 9 and by school/college staff in supported employment organisations, colleges, and local authorities.

Appendix 3 will provide you an example of a *vocational profile* which you can use with your parent/carer or school.

Selecting a school or college

Choosing a school or college for a child or young person with SEND has a different process depending on whether you have an EHC plan or not. Having an EHC plan in place, or in draft form, gives you certain rights. One of these rights is to request that a particular school or college is named in your EHC plan (or to express a preference for a school, college, or other institution).

Our post-16 prospectus can also help all young people make decisions about your next step, whether you are thinking about continuing our studies or enrolling in a traineeship or apprenticeship.

Appendix 4 case study will provide you with some understanding of the journey into an apprenticeship.



Employment Support

Employers must make reasonable adjustments to ensure that workers with disabilities or health conditions are not at a disadvantage when doing their jobs. This applies to everyone, including trainees, apprentices, contract workers, and business partners.

Reasonable Adjustments include:

- Changing the recruitment process so you can be considered for a job.
- Doing things differently, like allowing someone with social anxiety disorder to have their own desk instead of sharing.
- Making physical changes to the workplace, like installing a ramp for a wheelchair user or an audio-visual fire alarm for a deaf person.
- Letting a disabled person work somewhere else, like on the ground floor for a wheelchair user.
- Changing equipment, like providing a special keyboard if you have arthritis.
- Allowing employees who become disabled to return to work gradually, with flexible hours or part-time working.
- Offering training opportunities, recreation, and refreshment facilities.

Access to Work Support

This service can help you and get or stay in work if you have a physical or mental health condition or disability. The support you get will depend on your needs. Through Access to Work, you can apply for:

- A grant to help pay for practical support with our work.
- Support with managing our mental health at work.
- Money to pay for communication support at job interviews



How to Apply

Check if you are eligible and then apply for an Access to Work grant.

Travel Assistance

You can get financial support for travel to and from work if public transport is difficult for you to navigate independently.

Ongoing Support

You will have regular check-ins with your support worker and adjustments to your support plan as needed.

The Access to Work program can provide you with the essential tools and support to overcome challenges, just like it did for Mia, who has a visual impairment. This program helps disabled individuals work on an equal footing with their colleagues.

[Access to Work: get support if you have a disability or health condition: What Access to Work is - GOV.UK](#)

What is a Disability Employment Adviser?

Disability Employment Advisers (DEA) are available at every Job Centre Plus and can help you look for a job or learn new skills. They can offer advice and tell you about disability-friendly employers in our area.

Supported Internships

There are three different supported internships in Uxbridge at Hillingdon Hospital, the council's Civic Centre, the Pavilions shopping centre, and two at Heathrow, at the Sheraton and Marriott hotels. Each internship has a dedicated transition program known as Project SEARCH, which



offers you the chance to do work experience in different rotations over multiple 10-week periods. This helps you gain experience, learn new skills, and increase your confidence to find a full-time job that suits us.

Throughout our internship, you will be assigned a job coach who will support you in learning the rotation tasks. This could involve helping you settle into the workplace, breaking down tasks, writing visual instructions, or assisting with emails. As you become more confident and independent in the tasks, the job coach's support will gradually decrease.

After the supported internship, the job coach can provide job-searching support for an additional 10 months. This can help you through the application process, including support with creating our CV and cover letter. You can ask for the interview questions to be given to you beforehand, so the job coach can help you prepare the answers. They can also come to the interview with you to help you gain confidence.

To request a referral form for Marriott Hotel Internships, email marriottprojectsearch@gmail.com. For all other internships, email assessments&placements@orchardhill.ac.uk.

Appendix 5 and 6 will show you an example of journeys into supported employment.



2. Housing options and independent living

Supporting Young People to Live Independently

Supporting you to learn independent living skills is crucial. This includes travel training, personal care, and managing money. Moving away from home should be carefully considered. For more information, you can visit Housing - Hillingdon Council or talk to your designated Independent Review Officer (IRO), virtual schools officer, or social worker.

Supported Living and Residential Care Options

Hillingdon offers various supported living and residential care options to help you maintain your independence while getting the care you need. Your Care Act 2014 assessment will help confirm if you are eligible for this type of support. During the assessment, your social worker will explain and share more details.

Shared Lives Schemes

The Hillingdon Shared Lives Scheme provides accommodation, care, and support within a family setting for vulnerable adults and young people (16+) with CQC regulated activities. This scheme is ideal for those of you with learning disabilities, mental health needs, or physical disabilities. It offers long-term placements, short-term placements, respite care, and a supportive environment to help you move towards independence.



Financial Guidance

As you get older, it's important to understand the financial support available to you. This section provides updates changes in benefits at ages 16 and 18, financial contributions for social care, and financial help for young people with SEND in education. It also includes some top tips to help you manage your finances effectively.

At Age 16:

- **Personal Independence Payment (PIP):** You can apply for PIP from age 16 if you have a long-term health condition or disability.
- **Universal Credit:** If you are in full-time education and have a disability, you may be eligible for Universal Credit from age 16.
- **Child Benefit:** Your parents can continue to receive Child Benefit if you stay in approved education or training until age 20.

At Age 18:

- **Employment and Support Allowance (ESA):** You may be eligible for ESA if you have a disability and are unable to work.
- **Universal Credit:** You can still get Universal Credit, but the amount may change based on your living arrangements and income.
- **Council Tax Reduction:** You become responsible for council tax at 18, but you may qualify for reductions based on your income and circumstances.

Financial Contributions for Social Care

Hillingdon Council conducts a financial assessment to determine how much you need to contribute towards your social care costs:

- **Assessment Criteria:** The assessment looks at your income, savings, investments, and property ownership.



- **Thresholds:** If you have less than £23,250 in capital, you may be eligible for financial support. If you have more, you may need to contribute more towards your care.
- **Types of Care:** Contributions apply to both residential and non-residential care services.

Financial Help for Young People with SEND in Education

Hillingdon offers various forms of financial support for young people with SEND:

- **Early Support Funding:** For those who need higher levels of support than what is typically provided by educational settings.
- **SEND Exceptional Funding (SENDEX):** Provides urgent financial assistance for pupils needing immediate support to access the curriculum.
- **Early Years Inclusion Funding (EYIF):** Supports early years settings to enhance their environment and resources for children with SEND.

Financial Top Tips!

- Some banks offer Third Party Mandates; if you have the capacity to make decisions but need help, a third-party mandate may help.
- To access Child Trust funds, the government has a useful guide regarding decision-making: Child Trust Funds.

[How to Set Up a Trust Fund for a Child | Complete Guide](#)

- From 18, benefits are means-tested according to the means in your name, not your parents'. Turn2us has a helpful calculator: [Turn2us Benefits Calculator](#)



3. Good Health

Good Health

What do we mean by developing good health? A fundamental goal for all young people is to maintain good health. For young people with SEND, this could include:

Being relaxed and happy, without easily getting stressed or worried

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life. Have a look at these [videos](#) to give you ideas of how to connect with others, be active, keep learning, take notice and give.

Click here for information, advice or support for things that are worrying you or causing you stress. [Mental health support for children and young people - NHS](#)

Enjoying physical activities

To keep healthy, there are [recommended amounts](#) of physical activity we should do. For children and young people aged 5 – 18years, this is 30 minutes a date. [Find something you enjoy](#) as this will help you maintain activity as part of a healthy lifestyle.



Moving around safely

As you move towards becoming an adult, you start to have more choice over where they go and things you do. So it's important that you understand how to keep themselves safe.

Here is some useful information that can help you with things like planning a journey, strangers, drink spiking, preventing accidents

Staying safe around others

It is important to keep yourself sun safe. Sunburn increases your risk of skin cancer. Sunburn does not just happen on holiday. You can burn in the UK, even when it's cloudy. There's no safe or healthy way to get a tan. A tan does not protect your skin from the sun's harmful effects.

Find out more: [Sunscreens and sun safety - NHS](#)

Maintaining a healthy and nutritious diet

Following a healthy diet can help you to keep a healthy weight, as well as helping you to feel your best. Eating a well-balanced, healthy diet provides your body with the essential nutrients it needs to function on a daily basis.

Find out more

If you have been identified as overweight or very overweight by a someone in your school, college, your GP, or key working service, you can access our weight management programmes. [Find out more](#)



Alcohol and smoking

It's important for young people to know the facts about vaping so they can make an informed choice.

Vaping is not for children and young people as their developing lungs and brains mean they are more sensitive to its effects. Nicotine vaping is less harmful than smoking, but it is not risk-free. That's why there's a minimum age of sale for vaping products in the UK. It is illegal to sell nicotine vaping products to anyone under 18 or for adults to buy them on behalf of under-18s.

[Find out more about vaping and smoking](#)

[Vaping is a way for adults to stop smoking](#) – not something for non-smokers, especially children and young people to try.

Experimenting with alcohol becomes more common as children get older. The UK Chief Medical Officers' advice is that the healthiest option for teenagers and children is not to drink. This is because the brain is still developing, drinking is associated with additional risks such as unprotected sex and can lead to impulsive actions like fights.

Explore these pages to understand the advice and guide yourself towards making responsible decisions.

https://youtu.be/uimBr_V5ycg

[Teenage drinking | Drinkaware](#)





or having unprotected sex.



Taking care of personal hygiene

As a young person, your body might already be going through a number of changes, or it soon will, so maintaining good personal hygiene and establishing daily routines are important, especially as some of these changes can be a source of anxiety for some people.

[Here are some hygiene basics](#) to help you stay healthy and clean, so that you don't have to worry.

1. Breathing safely

[Difficulty breathing and wheeze :: Hounslow Healthier Together](#)

2. Taking all necessary medications safely – Only take medication as prescribed and speak to pharmacist or GP
3. Being free from pain – Speak to a GP or health professional

As you prepare to become an adult, you have the right to access health services on your own. Here are some useful [video guides](#) that show you how to set up and manage your own NHS account. This will help you to contact your doctor, request repeat prescription, see which service you need.

There are also [services](#) that can give you advice and support for sexual health, drugs and alcohol.

For local support around health related matters, please follow the link below.

<https://careandsupport.hillingdon.gov.uk/Categories/311>



Transition from children's health services to adult health services

Health Pathways for Young People

Health pathways for you vary depending on your needs and involve different professionals across community and hospital settings. Support may continue with assessments for adult continuing healthcare funding and the development of personal health budgets and care plans. This process should start when you are 17.5 years old to prepare for adulthood.

Mental Health Support

If you need mental health support, the advice will depend on your individual needs and circumstances. This means you might follow different pathways based on your assessment results.

If you are already known to health services and receiving support, the transition period can be stressful. However, professionals usually have enough time to prepare you through various meetings.

Support in Education Settings

In any education setting, you now have access to Senior Mental Health Practitioners. These professionals are well-trained and available to give advice based on your needs and to guide you in the right direction.

General Advice

General Practitioners (GPs) and a Primary Care Mental Health Link Worker (for those 18+) are the main contacts for mental health issues. If they can't help, they may refer you to the Single Point of Access or Child and Adolescent Mental Health Services (CAMHS).



Dental Care

It is important to look after your teeth and gums with regular brushing. You can register with an NHS dentist to support you with this. There are two links below that will give you further information. Oral health tips for those with SEND, visit:

[NHS guide to good oral health](#)

[Dental treatment for people with special needs - NHS](#)

Annual Health Check

Every young person over the age of 14yrs old who has a **diagnosed learning disability** is able to see their GP for an [Annual Health Check](#). This is to help keep you healthy.

[Harshi's learning disability annual health check and health action plan](#) the YouTube Video below will explain more about this.





Getting Medical Help if you feel Unwell

Your local pharmacy can help you with minor illnesses such as coughs and colds, sore throats.

If you feel that you are unwell and the pharmacy cannot help, contact your local GP for advice or an appointment in normal working hours (08.00-18.00hrs).

Out of hours, if it is not an emergency, you should call NHS 111 for advice. They can arrange for an appointment in a walk-in-centre if it is needed.

In the case of an emergency call 999.

Please click on the link below for a useful guide for the best service to use when you need health advice or treatment.

[Welcome | Use the Right Service](#)

Mental Health Support in Employment

You can get support to manage your mental health at work, which might include:

- A tailored plan to help you get or stay in work.
- One-to-one sessions with a mental health professional.

How to Apply

Check if you are eligible and then apply directly to either Mental Health Support for People at Work, Able Futures Mental Health Support Service, or Access to Work.

See attached NHS services information leaflet



4.Friends, relationships and community inclusion

How to engage young people into the community

Directory of Services <https://careandsupport.hillingdon.gov.uk/Categories>

The directory is an easy to use and accessible resource, containing readily available information in one place for families and professionals. It will allow you to search for community services, either locally, or for specific support related to particular needs or concerns. There is a range of information from advice and support to health & wellbeing.

To see what activities there are to do, please visit the link below:

[Search results | Hillingdon Directory](#)

The SEND Local Offer SEND local offer - <https://www.hillingdon.gov.uk/send-local-offer>

The local offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents/carers. The offer has been developed with children and young people, parents/carers and local services to provide information on a range of facilities, services, activities and opportunities, including early years, education, health, money matters and preparing for adulthood.



Community and Leisure Activities – Hillingdon Youth Offer / Local Offer

Hillingdon Youth Offer brings together three teams (Universal, Targeted, Community & Voluntary) to provide a variety of services and activities for children and young people in the borough.

Universal Team

The Universal Team offers youth work sessions for children and young people aged 8 to 19 (up to 24 for those with mild to moderate special educational needs and disabilities) who live, learn, or earn in Hillingdon. They offer a range of informal education activities, including sports, arts, and cookery, and access to accredited learning opportunities in venues across the borough. Also, look out for mobile and detached workers in outside places and spaces in your area. Visit *Young People's Centres* for more information. [Universal programmes for children and young people - Hillingdon Council](#)

Targeted Team

The Targeted Team offers workshops and interventions for children and young people aged 8 to 19 (up to 24 for those with SEND) who live, learn, or earn in Hillingdon and may benefit from additional targeted support. Their programs are designed to reduce identified risk factors and have a diversionary and preventative impact. Visit Targeted Programmes for more information. [Targeted programmes for children and young people - Hillingdon Council](#)

Community and Voluntary Team

The Community and Voluntary Team promotes and shares the opportunities open to children and young people across the borough provided by community, voluntary, and faith sector partners. For further information on what's available, please see the links below:

- Care and Support
- Discover Hillingdon Even



Transitioning from Children's Social Care to Adult Social Care

The local authority has a duty under the Care Act 2014 to carry out a needs assessment for you or your carer if you are likely to have needs once you (or the child you care for) turn 18. If you or your carer are likely to have needs when you turn 18, the local authority must assess you when it considers there is a significant benefit to you. This may lead to services to support you or your carer or signposting to services in the community so you can remain as independent as possible. If you do not meet Adult social care eligibility, then there may be support in the community to help you maximize your independence.

Here is the process for transition to Children's to Adults Social Care in Hillingdon

1. Referral received through Hillingdon Transition Panel or Social Care Direct.
2. Preparation for adulthood team allocation for Care Act 2014 assessment.
3. Confirmation of eligibility and care planning. Including collaborative work with SEND team, Health, and other partners as part of a joint educational health and care plan review.
4. Financial assessment will proceed where your social worker will make a referral on your behalf.
5. To signpost if not meeting eligibility.
6. Review and next step of transition planning.



5. Choice and control

Involving Young People in Decision-Making

As you grow, it's important to be involved in decisions about your future. After you turn 16, you take on more responsibility for making decisions with your school and, if you have an EHC plan, with the local authority and other agencies.

Schools help you make decisions and take control of your future. Your parents should be prepared for these changes and support you in making your voice heard. Schools should keep involving your parents in discussions about your future. By focusing on you, parents, carers, and professionals can help you express your needs and goals, leading to positive outcomes.

Your goals should always be the focus. Tools like Vocational Profiles can help with this.

Empowering Decision-Making

The main idea of the Mental Capacity Act is to help people who can't make some decisions by themselves to make as many decisions as they can. Any decision made for them should be in their best interests. Decisions about mental capacity are made individually and can change depending on the decision. Someone who can't decide in one area might still be able to make decisions in another.

Building and Maintaining Relationships

- **Understanding Good and Bad Relationships:** It's crucial for you to recognize the characteristics of healthy and unhealthy relationships.
- **Safe Social Media Use (E-safety):** It is important to learn how to navigate social media safely, understanding privacy settings, and recognizing online risks.
- **Circle of Friends and Support:** Having your own supportive network of friends is essential for your emotional well-being



Maintaining Friendships Post-School

It's important for you to maintain friendships after leaving school. Local community centres, libraries, youth clubs, churches, galleries, and cafes offer various daytime and evening events and activities to help make new friends. These activities include:

- Dance classes
- Music and singing groups
- Scouts and Guides
- Art and pottery classes

For more information on available activities, you can check the Hillingdon local offer website: [SEND local offer - Hillingdon Council](#)

What if I cannot make my own decisions?

If you face difficulty being involved, support can be provided by family members, friends, advocates, or independent advocates appointed by the council. In cases where a young person may lack capacity to make decisions, the Mental Capacity Act 2005 guides decision-making processes.

What are the decision-making rights?

As a young person, you get more say on your education than your parents; however, your parents or other family members can still help you if you wish and ask for this help or need their help.

Advocacy and Legal support

Advocacy involves speaking up for children and young people, ensuring they participate in decisions that impact their lives. It is about:

- Respecting Rights: Making sure their rights are upheld.



- **Hearing Their Voices:** Ensuring their views and wishes are listened to and considered by decision-makers.

Advocacy helps young people feel empowered and ensures their perspectives are central to any decisions affecting them

Advocacy Services for Young Adults

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) and HACS (Hillingdon Autistic Care and Support) provide various advocacy services for young adults, including:

- **Information and Advice:** Helping you understand your rights and the services available to you.
- **Support with Education and Training:** Assisting with issues related to education, such as school placements, special educational needs assessments, and transitions to further education or employment.
- **Health and Social Care Advocacy:** Support for you to access health and social care services, ensuring your needs are met and voices are heard in care planning.
- **Independent Advocacy:** Providing you with independent advocates who can represent the interests of you in meetings and decision-making processes.

Support in Hillingdon

For parents and young people in Hillingdon, there are specific services available:

- **Hillingdon SENDIASS:** Provides you with free, confidential, and impartial advice to parents and yourself on matters related to special educational needs and disabilities. They can help you with education, health, and social care issues.
- **HACS:** Offers support and advocacy for autistic individuals and their families, including assistance with accessing services, understanding rights, and navigating the care system.



- **Coram Voice:** Provides independent advocacy for looked-after children and care leavers in Hillingdon, ensuring their voices are heard in decisions about their care and future.

These services aim to empower young people and their families, ensuring they have the support and information needed to make informed decisions about their care and future.



Legal Rights and Statutory Guidance

Below are some key policies and guidance that you may want to look at in greater depth.

SEND Code of Practice 2015 The SEND Code of Practice explains what support the local authority and schools/pre-schools/colleges must provide for children and young people with special educational needs or disabilities at any age from birth to 25 years. The guidance describes how and when a child is assessed for an Education Health and Care Plan (EHCP) and what support this Plan should provide for them. Chapter 8 of the SEND Code of Practice sets out what different professionals across education, health, and social care should be doing to help your child prepare for adulthood.

The Care Act 2014 The Care Act sets out what local authorities must do to support people with disabilities to be able to live the life that they choose in adulthood. This law sets out national rules that all local authorities must follow when they are assessing the needs of young people who are approaching adulthood or who have already turned 18. The Care Act describes when and how local authorities should provide the care and support that adults with disabilities need. The full Care Act 2014 can be found here: [Care Act 2014](#).

Mental Capacity Act 2005 The Mental Capacity Act 2005 is an act of the Parliament of the United Kingdom applying to England and Wales. Its primary purpose is to provide a legal framework for acting and making decisions on behalf of adults who lack the capacity to make decisions for themselves. The Mental Capacity Act 2005 can be found here: [Mental Capacity Act 2005](#).

Legal Rights to Work An employer is required to check that an individual is allowed to work in the UK before finalising a job offer. They would require original documents from an individual such as a passport, birth certificate, or visa to prove their right to work in the UK: [Prove your right to work to an employer: Overview - GOV.UK](#).

Equalities Act 2010 The law protects individuals with disabilities from employment discrimination. An employer must make reasonable adjustments for those with a disability; this includes from the point of job application, interview, and regarding opportunities whilst in work: [Disability rights: Employment - GOV.UK](#). It should be noted, however, that reasonable adjustments are not limitless, and an employer can refuse certain adjustments if it is not financially or practicably viable for them to offer this.



Appendices

1. IPSEA EHCP Annual Review checklist
2. Asking for help in exams template
3. Vocational Profiling editable template
4. Nathans employment journey
5. A supported employment perspective
6. Georgie Makes Big Strides into Employment at Tiny Steps Day Nursery

