



Transition Planning



Section 1 - All About Transition

What is Transition?

Transition, quite simply, means change. However, for young people with learning difficulties or disabilities change can be anything but simple.

- Transition from school to further education.
- Transition from school to employment.
- Transition from Children's Social Work Team to Adult's Social Work Team.
- Transition with benefits.
- Transition from living at home to independent living.
- Transition from access to health services for Children and Young People to Adult Services.

The list is endless, different for every family and is all about the ability to make informed choices, deciding what you want to do and having the support to achieve it. Planning for the future starts aged 14, in year 9.

Services that may enter your son/daughter's life

Service	When the service may start
Adult Care Services	18 + (although Adult Services may be notified from the age of 14)
Adult health services	18 +
Transition Team	14+
College	18 +
Day Services	18 +
Direct Payments, paid direct to the young person	18
Disability Employment Adviser	16 +
Residential College	16 +

The purpose of Transition Planning is to help young people achieve their goals. This pack aims to flag up key issues for young people and their families around Transition and to help families start the planning process. By dipping in and out of the pack, as the young person develops and their needs change, families should have access to all the support and advice they need to allow for a successful Transition.

Don't panic

Not all of the pack will be relevant to everyone. It doesn't need to be read cover to cover!

Section 2 - Key local / regional / national contacts

2

Central Duty Team

Tel: 01942 828777

Connexions Service

Freephone 0800 953 0109

Tel: (Wigan) 01942 768055

Tel: (Leigh) 01942 705800

www.connexions-wigan.org.uk

Disability Employment Adviser

Tel: 01942 / 752170 / 755900 / 752122

Equality and Human Rights Commission

Tel: 08457 622 633

www.equalityhumanrights.com

Benefits Advice

www.benefitsandwork.co.uk

Supported Employment (Wigan)

supempt@wigan.gov.uk

Tel: 01942 828439

Citizens Advice Bureau

Tel: 08701264459

www.nacab.org.uk

Learning & Skills Council North West

Tel: 0845 019 4142

www.lsc.gov.uk/Regions/NorthWest

Parent Partnership Manager

Tel: 01942 486131

Sensory Support Service

Tel: 01942 404584

Access and Inclusion Team

Tel: 01942 486132

Section 3 - Post 16 routes for disabled young people

School Sixth Forms

Two mainstream schools and two special schools in the Wigan & Leigh area have their own provision for 16-19 year olds. This is likely to be the first option a disabled young person will consider if they are already provided with good support and appropriate learning materials / equipment, the building is accessible and they have a friendship group already established.

St.Mary's Catholic High School

Tel: 01942 884144

enquiries@admin.st-maryshigh.wigan.sch.uk

The Deanery CE High School

Tel: 01942 768801

enquiries@deanery.wigan.sch.uk

Hope School

Tel: 01942 824150

Oakfield School

Tel: 01942 776142

Sixth Form Colleges & Further Education Colleges

Sixth form colleges cater mainly for school leavers; further education colleges cater for students of all ages and tend to have a large number of students on part time vocational (work related) courses. Young people can enter academic or vocational courses at foundation, intermediate or advanced level, but may need an adjustment as to how the course is delivered (e.g. text in large print). Some colleges* will offer courses at Entry and Pre-entry level specifically designed for students with learning difficulties.

Wigan & Leigh College*

Tel: 01942 761600

www.wigan-leigh.ac.uk

St. Helens College*

Tel: 01744 733766

www.sthelens.ac.uk

St. John Rigby College*

Tel: 01942 214797

www.sjr.ac.uk

Skelmersdale Ormskirk College*

Tel: 01695 728744

www.skelmersdale.ac.uk

Winstanley College

Tel: 01695 633244

www.winstanley.ac.uk

Residential & Specialist Colleges

Specialist day or residential colleges can be considered if local colleges are unable to meet all of a student's needs or if boarding is an essential requirement. These colleges are located throughout the country and often cater for students with a particular impairment (e.g. learning difficulty, complex communication difficulty, sensory impairment) or emotional behavioural difficulties.

Places at these colleges are very limited and the assessment and application process should usually begin at least two years before the young person leaves school. Initial discussion about the suitability for a residential specialist college should ideally take place at the Transition Review in year 9.



3

Section 3 - The Transition Review

This Review is essential as it is the first formal step in planning for a young person's adult life. It takes place in year 9.

The purpose of a Transition Review is to:

- Develop a straight forward plan for the young person's transition into further education, employment or training. The Review should focus on all aspects of the young person's life.
- Review the pupil's statement (unless at School Action Plus).
- Draw up and then later review the Transition Plan.

Who will be there ?

Young person
Parent / carer
Key Transition Worker
School staff, e.g. SENCOs, class teacher
Connexions Personal Adviser

Invited if appropriate ?

Care Worker
Children's Social Worker
Transition Social Worker
Representation from health services
e.g. physiotherapist / school nurse

If professionals are unable to attend, the school will ask them to send a report prior to the meeting.



You may also wish to invite :

1. An advocate or friend of the parent/carer or young person.
2. Anyone who plays an important role in the young person's present and/or future.

It is the **school's responsibility** to send out the invitations for the meeting; however you need to notify the school should you wish to invite specific people.

It is a good idea to write down any thoughts you have or to talk them through with your Connexions Personal Adviser or Social Worker beforehand.

Areas to think about are:

1. What does your son/daughter enjoy doing?
2. Do they have any ideas about their future?
3. Transport – would they like to be an independent traveller?
4. College, employment or training?
5. Independent living?
6. Staying at school post 16?
7. Benefits?
8. Do you know what happens to your Social Worker or health services in the future?
9. How can your son/daughter be actively involved in the Review?



The structure of the Transitional Review

Transitional Reviews are conducted for pupils on the Code of Practice at School Action Plus and pupils with a statement of Special Educational Needs. Although the structure of the meetings is quite similar there are certain differences. The following two pages will help explain what happens before, during and after Transitional Reviews for pupils on the Code of Practice at School Action Plus and pupils with a statement of Special Educational Needs.

Pupils on the Code of Practice at School Action Plus

Before the meeting:

Any necessary reports e.g. Health, Children's Services etc. are obtained.

The Connexions Personal Adviser / Lead Professional meets with the pupil and family. With the pupil they discuss future hopes and aspirations.

With pupil and family they talk through the Transition Review and look at the Transition Plan, preparing them for the Review.

Proposed agenda items (to be discussed at the meeting):

1. Future aspirations (to be led by the pupil and the Key Transition Worker).
2. Review of present progress. This section can be addressed in the order of the pupil's identified needs, covering issues such as:
 - Education
 - Health
 - Children and Young People's Services
 - Other
3. Parents'/carers' views
4. Where next; actions to be taken, by whom and when?
5. How I can achieve my aspirations; things to consider; led by the Connexions Personal Adviser (or other Lead Professional) and the pupil?

Following the meeting:

1. The Chair of the meeting should ensure the plan is completed by either filling in the plan themselves during the meeting or by nominating someone to do so on their behalf.
2. If reports have been sent in, e.g. health, they must be attached to the Transition Review Summary and Action Plan sheet.
3. The complete Transition Plan and any additional reports should be sent to all who attended, plus those who gave apologies.
4. The complete Transition Plan also needs to be passed to the Transition Co-ordinator at Connexions for data collection.

Pupils with a statement of Special Educational Needs

Before the meeting:

Any necessary reports e.g. Health, Children and Young People's Services etc. are obtained.

Follow the detailed procedures set out for the Transitional/ Annual Review of the statement.

Complete Part One of the Annual Review proforma and distribute.

Proposed agenda for the Transitional Review:

1. Future aspirations (to be led by the pupil and the Connexions Personal Adviser).
2. Review of present progress.
This section can be addressed in the order of the pupil's identified needs.
 - Education (Part 2 of the Annual Review of the Statement Proforma must be completed)
 - Health
 - Children and Young People's Services
 - Other
3. Parents'/carers' views.
4. Where next? - actions to be taken, by whom and when.
5. How I can achieve my aspirations? - things to consider; led by the Connexions Personal Adviser or other Lead Professional and the pupil.

Following the meeting:

1. The Chair of the meeting should ensure the plan is completed by either filling in the plan themselves during the meeting or by nominating someone to do so on their behalf.
2. If reports have been sent in, e.g. health, they must be attached to the Transition Review Summary and Action Plan sheet.
3. As with any review of a statement of Special Educational Needs, any relevant documentation must be completed and attached to the Transition Plan.
4. The complete Transition Plan and any additional reports should be copied and sent to all who attended, plus those who gave apologies.
5. The complete Transition Plan also needs to be passed to the CYPS Access & Inclusion Team for data collection.

The Transition Plan

The Plan is completed during the Transition Review and is the basis for future planning.

The Plan has been developed by Children and Young People's Services and is designed so that it can be added to as each year passes. It will be a working document with everyone involved, checking that actions are being carried out.

The Plan is not a contract or guarantee of any sort for future provision, be it with Children and Young People's Services or Adult Care Services. It is a record of discussions (hopes, achievements and needs) and actions to be taken, monitored and developed.

What follows is an example of how a Transition Plan might look once completed, but please bear in mind as each young person is different so each Plan will be. N.B. the names, details and situations are fictitious.

Reports are not attached for the purposes of this pack, but would be where indicated with a real Plan.



EXAMPLE

Name of pupil	John Cambell
Connexions Personal Adviser	Susie Barnes
Contact number	01942 987654
Address	Coops Foyer
Year Group	9
Date	14/02/06

The Transition Plan

Personal details

Pupil name: John Cambell
 Date of birth: 15/3/91
 Age: 14
 Gender: Male
 Address: 23 Any Street Wigan
 Contact no: 01942 987654
 School: A High School
 Group: Year 9
 Date of meeting: 14/02/06
 Date statement first issued: July 2001
 Parents'/carers' names: (i) Diane Cambell (ii)
 Address:

(if different from pupil)

Are the details in Section 1 of the statement still correct?

Yes No

Section B:

School attendance.

Percentage of attendance over past year. 98%

Number of fixed term exclusions in past year. 0%

Total number of days excluded. 0%

Section C:

Participants in the Transitional Review, i.e. all those currently involved with the pupil.



The Transition Plan

TRANSITION REVIEW SUMMARY AND ACTION PLAN

Young person's/parent's/carer's hopes and aspirations for the future:

(e.g. education/employment/day care/work experience, to include identified needs)

John and his Personal Adviser informed the group of work they had done on John's future.

- John enjoys maths at school
- John doesn't want to work with the public, although he does want to work
- John doesn't know what job he'd like to do yet but he knows he doesn't want to go to a busy college
- John enjoys fishing with his neighbour at the weekend
- John would one day like to have his own home, near to his family
- John would like to be able to travel more often
- John would like to do maths and science at school

Education

- Strengths - maths, attendance improvement and homework.
- Areas for development - exercise and P.E., spelling and social communication skills.
- John has a lunch and break time support worker.
Information attached - see Individual Education Plan (IEP)* and annual review information (detailed reports from tutors) Children's Services /future support required/benefits/housing needs/independence at home - care/respite needs/leisure opportunities.
- No Social Worker at present but may be required in the future.
- John doesn't attend any clubs at the moment and has said he doesn't wish to although school and mum have discussed a befriending scheme with him.

Report attached - no

Health vision/hearing/doctor/dentist/epilepsy/mental health etc.

John's diet is very poor. He only eats chips and spaghetti hoops at lunch, however mum, John and Brian are working on this.

Other people who need to be invited to future reviews:

John's neighbour takes him fishing at the weekend and John relates well to him. He is a family friend.

Mum to ask if he'd like to attend future meetings.

Action to be taken:

Connexions

- | Action to be taken: | Responsible Person | When |
|--|--------------------|-------|
| • Arrange meeting with John | Rosemary Bless | April |
| • Explore support for independent travel | Rosemary Bless | May |

Education

- | | | |
|---|----------------------------|---------|
| • Encourage participation in P.E. | P.E. teacher, Mum and John | Ongoing |
| • Explore work experience in accounting | Elizabeth During, Mum/John | April |
| • Revisit the befriending scheme | Stuart Jones, Mum/John | May |
| • Look at maths club | Stuart and John | Now |

Health

- | | | |
|---------------------------------|--|---------|
| • Continued work on John's diet | | Ongoing |
|---------------------------------|--|---------|

* Individual Education Plan (IEP) – this only applies to pupils on School Action Plus



Participants in the Transitional Review

(those currently involved with the young person)

Invitees	Names	Attended	Report Attached
Pupil	James Cambell	Yes	
Parents/carers	Diane Cambell	Yes	
Head Teacher			
Social Worker	David Watts	Yes	
SENCO	Stuart Jones	Yes	
Class Teacher	Elizabeth During	No	Yes
Support Teacher	Mary Hodges	Yes	
Teaching Assistant			
CYPS Access Team	David Watts		
Speech Therapist			
Physiotherapist			
LD Nurse	Brian Curtis	No	Yes
CAMHS			
EWO			
Connexions	Rosemary Bless	Yes	



4



Section 4 - Children and Young People's Services (CYPS)

Children and Young People's Services (CYPS) is part of Wigan Council and works with other services such as hospitals, schools and leisure centres to help and support young people work towards 5 goals or 'key outcomes'.

These key outcomes are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

For more information on the above key outcomes, please check out the Every Child Matters website – www.everychildmatters.gov.uk

The following services are part of CYPS and can offer help and support to young people with additional needs.

Connexions

Connexions is a service which provides information, advice, guidance, support and personal development for 13-19 year olds (*up to 25 if individuals have a learning difficulty or disability).

Connexions Personal Advisers (PAs) offer support to young people from Year 9 onwards by:

- Attending Reviews in school/college.
- Attending parents' evenings.
- Offering group discussions on a wide range of topics including life skills, decision making and choosing what to do next.
- Arranging individual guidance interviews.
- Providing useful information.
- Arranging visits to schools, colleges, training providers and employers.
- Linking with other agencies on young people's behalf.
- Helping with applications (education, jobs, training and funding).
- Providing ongoing support after young people leave school and up until the age of 25 where appropriate.



Access & Inclusion Team

If a young person leaves school at 16 and goes to college, their statement will cease. Information about finance for equipment would be dealt with by the college directly and discussed at interview.

If a young person stays on at school and transfers into extended education or attends another school arranged by CYPS, the statement will stay in place.

The roles and responsibilities of the Team include:

- Providing advice and support to parents/carers, young people, schools and other agencies in respect of procedures relating to Special Educational Needs.
- Administering and managing the statutory assessment and annual review procedures.
- Arranging provision and pupil placements as detailed in statements.
- Determining eligibility for, and arrange and monitor the provision of home to school transport, including the appointment and management of pupil escorts.
- Managing and advising the Pupil Panel.
- Preparing of cases and representing CYPS at SEN Tribunals.





5

Section 5 - Health Services

Children’s Community Health Services for Wigan are provided by Ashton, Leigh & Wigan Primary Care Trust (ALWPCT).

Provision includes universal services such as school nursing and health visiting and in addition, more specific services for children and young people with severe learning disabilities and other disabilities, e.g. Children’s Learning Disability Team, Specialist Nurses, Physiotherapy, etc.

These services work with the young person, their family and other agencies to support and promote health and wellbeing in a consistent and integrated way. More information on these and other health services for children are available on the PCT website - www.alwpct.nhs.uk

Wrightington, Wigan and Leigh Acute Trust provide hospital acute care for children and young people and the 5 Boroughs Partnership provides advice and treatment around mental health issues for children and young people across the borough.



Transition nursing services for Wigan are provided by Ashton, Leigh and Wigan Primary Care Trust (ALWPCT)) - Clinical Services Division(CSD)

This is a nurse lead service, which aims to facilitate a seamless transfer of health provision, ensuring that the health needs of young people with a severe learning disability are met within adult service provision.

Holistic assessment will occur including close joint working with Community Paediatricians, therapists as well as the Social Worker that is involved in the young person’s transition. A Health Action Plan will be devised alongside a person centered health document. Training will be offered to adult service providers to ensure that health care needs are met. Onward referrals will be made where necessary to other health providers.

6

Section 6 - Introduction to Adult Care Services

Adult Care Services

Transition from being a child to being an adult is a complex and confusing time for young people and their families. We hope that the information provided will help people to understand some of the process.

Reaching 18

When a young person reaches 18 not only do they become an adult in law, their access to services also suddenly changes. As a child or young person, Children and Young People’s Services assess their needs and provide appropriate services. At 18, a person who is vulnerable and may have community care needs becomes the concern of the Adult Care Services. This is a separate department of the Council and operates according to different laws and guidance to those for children and young people.

New assessments

Anyone who may need a service provided by the Council, from help with transport to college, to full 24 hour residential care must be assessed under the Community Care Law. Adult Care Services may identify that a person has many needs, but is only obliged to provide services under the Fair Access to Care Guidance.

The guidance and criteria is accessible through the Council website – www.wigan.gov.uk To identify the needs, a Community Care Assessment is required, which should also include a Carer’s Assessment. This is the one way to access any service and will also include identifying health needs – although these will be passed to your doctor to follow up. The assessments will identify all the needs a person has and the needs of the carer to enable them to carry on caring.



Meeting assessed needs

Following assessment, identified needs will be discussed with young people and their parents or carers and options explored and agreed in partnership. Following this, a Care Plan will be drawn up and agreed. This will identify how the needs will be met and is subject to regular review.



Paying for Services

In common with all other councils, Wigan operates a charging policy where the users of services may have to contribute towards the cost of these services.

A 'financial assessment' takes into account an individual's income (including savings) and disability related expenditures, and calculates the contribution expected based on these. In many cases the individual may receive a free service - i.e. where they are on low incomes. Parents'/carers' incomes and assets are not part of this assessment.

Leaflets which explain the charging policies in much more detail, with some worked examples are available from Adult Social Care.

Where people are already receiving services from Children and Young People's Services, this information will be passed to Adult Services at least 12 months before the person is 18. Some services, especially education placements may run on until the person is 19 in which case the Adult Services will continue to provide any social care part of that service. This is often the case where children are at a residential school. If a large package of care is involved, Adult Services are informed at age 14, and involved in review meetings.

It is important to know that many services especially respite care and other carer supports do not run on into Adult Care and at this point it may not be possible to provide an identical or similar service. Where people are known to Children and Young People's Services and receiving a regular service, then where possible a similar service will be identified in the Adult Service but the amount of care on offer may be different.

Children with Complex Needs

If your child has severe learning disabilities (complex needs), you may need extra support. The Children with Complex Needs Team offers a range of services which aim to broaden your child's experience outside of the home and, in turn, provide support to you and your family.

At the moment, these services are free to families living in the Wigan borough area. Any services your child receives will be reviewed twice a year. This is so the Team can look at the future needs - it's also a chance for you to have your say.

Services provided to support families include:

- An outreach service
- Overnight stays
- Short term breaks
- Short term breaks with families
- Day care

Your child's need will be assessed by a social worker to determine if they are eligible to receive services and to find out which services will best support you and your child. The assessment will also determine the location and frequency of the service. This will be reviewed on a regular basis, in line with your child's changing needs.

If you don't already have contact with a social worker and feel you may qualify for a social work assessment, contact the Children in Need Duty Team on 01942 828300. If you already have a social worker, contact the Children with Complex Needs Team on 01942 481180.



Adult Care Services

This Team assesses vulnerable individuals' community care needs and makes plans to meet these needs. Individuals classed as 'vulnerable' include: older people, people with learning disabilities, mental health problems, or physical or sensory disabilities.

The Team is also involved in:

- The assessment and support of carers of a person assessed as in need.
- The provision of services that enable young people to live as independently as possible. This may be home care, residential care, supported living, help to maintain employment, or to give a carer a break.
- The provision of Direct Payments so that individuals and their parents/carers can buy appropriate services.

The Fair Access to Care Services (FACS) criteria is available on the council website – www.wigan.gov.uk .

Individuals (aged 18 or above) can refer themselves via the Central Duty Team on 01942 828777.



Assessment & Commissioning Learning Disabilities Team - Adults

This Team provides a comprehensive social work fieldwork service to individuals aged 18 or over with learning disabilities in Wigan.

The service offered includes:

- providing advice
- undertaking community care and carer's assessments
- arranging packages of care

Referrals to the service are made via the Central Duty Team on 01942 828777.

Sensory Impairment Service

The Sensory Impairment Service works with people with visual and/or hearing impairment. The Team is made up of Social Workers, Rehabilitation Workers with both disabilities and a Deafblind Development Worker. Services offered include rehab training for visually impaired people and the provision of assessments for environmental equipment suitable to people with sensory loss.

The Service uses the Fair Access to Care Services criteria (FACS) and normally works with individuals aged 18 or above although in certain circumstances services may be available to young people.

Contact: 01942 765434 for more information.



Physical Disabilities Team

For adults with an acquired brain injury or physical disability there is a specific team who you can be referred to.

For more details contact the Central Duty Team on 01942 828777.

Disability Employment Adviser (D.E.A.)

Disability Employment Advisers provide specialist employment support to young people (aged 16+) who have a disability or health condition that affects them on a day to day basis. Services are available to individuals who are looking for work or are already in work, with D.E.A.s offering job-matching and referrals to other sources of support. D.E.A.s also have contacts with disability organisations which can help with progression into work and use the services of a Work Psychologist to determine the best levels of support someone may need to retain work.

People do not have to be registered for Social Security benefits to use the D.E.A. service. To book an appointment with a D.E.A., individuals may contact their local JobCentre Plus office - Wigan **01942 752170** Leigh **01942 263700**.

D.E.A.s also take referrals from partner agencies i.e. Connexions etc.

Other services

There are a range of other services which will be explored and identified via the assessment process.

Direct Payments

If your child is physically or mentally disabled and receives services from Adult Services or Children and Young People's Services you have the option of electing to receive Direct Payments to cover these services. You then have the opportunity to employ your own Personal Assistant which may suit your circumstances better.

The person you care for must be receiving services from Children and Young People's Services or Adult Care Services and you must be a suitable person who could manage your own Direct Payment to employ a Personal Assistant or use a Care Agency.

You need to discuss Direct Payments with your Social Worker who will refer you to an Independent Living Advisor where appropriate.

For more details, contact: **01942 700889**

Section 7 - Benefits / finance / transport information

Education Maintenance Allowance (EMA)

EMA is available to young people as they continue to learn and develop within full-time education. Payments of up to £30 a week are available to help young people pay for things like equipment and travel costs. EMA can be paid if a young person is on a full-time college course, an Entry to Employment (E2E) programme or a Programme Led Apprenticeship. EMA payments are £30, £20 or £10 per week. The exact amount will depend on your household income. There are also bonus payments for doing well on the course and meeting certain targets. To apply for EMA, application forms need to be completed. These are available from Connexions, online at <http://ema.direct.gov.uk> or by calling 0808 10 16219.

IMPORTANT: EMA must be paid directly into the young person's bank account. Payments cannot be paid into parent's/career's accounts so it is vital young people already have their own bank accounts set up.



Free Travel Pass:

Young people who are permanently resident in Greater Manchester and have a disability may be entitled to a GMPTE free travel pass which provides free travel on buses, trains and Metrolink within the GM area. These are available for young people in full-time education with disabilities and 16+ school leavers with disabilities. Application forms are available from Wigan and Leigh Bus stations or GMPTE Passes and Permits tel: 0161 242 6116. The forms have to be authorised by Children and Young People's Services (Supply and Transport Team) if the young person is under 19, and by Adult Care Services (Learning Disability Team) if over 19. Please speak to a Connexions PA for further information or support with the application if required.





A short introduction to benefits

The state benefit system is complicated. Each benefit has its own set of qualifying rules and conditions to be met, so it is easy to make a mistake or to misunderstand the information given to you, either verbally or in the booklets and leaflets. Before you consider putting in a claim for any benefit at all, make sure you are claiming the right benefit for your circumstances. If you are not certain, ASK! You will need to be sure you ask in the right place, too.

Contact

1. Visit the website www.jobcentreplus.gov.uk
2. Phone the Benefit Enquiry Line on 0800 88 22 00. (This line is specifically for people with disabilities and their family)
3. People with speech or hearing difficulties using a text phone can dial 0800 24 33 55.

Some handy hints:



1. You will need to know your National Insurance number and, if you're claiming for the first time, proof of your identity and date of birth.
2. Any claim you make might affect another benefit you are about to receive, or you are already being paid, so ask!
3. Take any official documents such as birth certificate or passport to the appropriate Social Security office in person. If you cannot do this and need to post them, take a photocopy, make sure the documents are put in a strong envelope and post them off by recorded delivery. Keep the certificate of posting safe.



More information on key benefits for young people

Jobseekers Allowance

This is for those who are either out of work or working for less than 16 hours a week who are available for work and making a real effort to find a job (also referred to as those who are 'actively seeking work'). Either way, it means you either need a job or are being actively encouraged into finding one fast.

Those who do not have to sign on for work are those who are not able to work for health reasons, lone parents or a carers, and those receiving Carer's Allowance or the Carer's Premium on their Income Support Personal Allowance.

If you are not able to work because of ill health (unless it is a short illness) or disability, you will not be entitled to Jobseeker's Allowance but you might be able to claim Incapacity Benefit or Income Support instead.



Disability Living Allowance

If you need help to look after yourself or help to get around, you could perhaps qualify for Disability Living Allowance. You do not have to have someone to help you with personal things like getting dressed, getting bathed or showered or to cook a main meal for yourself but you have to prove you need help from another person and that you need this help at frequent intervals. The ability to cook a hot main meal for yourself, given the ingredients and the ability to plan the meal, is known as 'the cooking test' and applies to all people (aged 16 - 65) who want to claim Disability Living Allowance.

Disability Living Allowance is non-means-tested (not based on your income) and is tax free. If you are able to claim Disability Living Allowance, you may get a 'top up' on other benefits such as Income Support, Tax Credits, Housing and Council Tax Benefits.

There are two components to Disability Living Allowance (DLA):

1. care component which is paid at three different levels (higher, middle and lower). At the middle or higher rate of the care component, it enables someone to claim Carer's Allowance for looking after you and helping you in some way with your personal care tasks because you cannot manage to do them.
2. mobility component which is paid at two levels (higher and lower).

8

Section 8 - **Leisure opportunities for young people**

Wigan Youth Service (part of CYPS) and Wigan Leisure and Culture Trust (WLCT)

Wigan Youth Service aims to provide educational and personal development opportunities for young people. There are a wide range of youth projects available, with specific projects based in different areas of Wigan. The Youth Service can also help young people get involved with schemes such as The Duke of Edinburgh Award, The Millennium Volunteers programme, arts projects, holiday schemes, outdoor pursuits and residential trips. There is a Youth Forum and Area Youth Action groups in each area that meet to discuss provision for young people.

The service is open to all young people aged 11-25* (*with targeted provision for 13-19 year olds) who live in Wigan.

Details of all youth service projects and who to contact are listed on Wigan Leisure and Culture Trust's LINC online website www.wlct.org/linconline. The LINC online also provides details of other personal and social development opportunities for young people, for example, local clubs and activities, sports facilities, the Active Living Team etc.



9

Section 9 - **Parent/carer support groups**

Wigan Parent Partnership provides independent support and information for parents/carers of children with learning difficulties and/or disabilities in Wigan. Services include:

- One to one information, guidance and support
- Personal & confidential help
- Impartial information about learning difficulties and disabilities
- Locating and signposting on to other sources of advice, information or support
- Suggestions about working with those involved with your child's education

Contact details: Wigan Parent Partnership **01942 486131**



Embrace
Tel: 01942 513053

Rathbone Special Education Advice Line
Tel: 0800 917 6790

Contact a Family
Tel: 0808 808 3555 (Mon – Fri. 10am to 4pm)



10

Section 10 - **Acknowledgements & Publications**

This pack is not the first of its kind. Listed below are a number of such publications that have inspired this one. You may also find them useful to read yourself. In addition they may be written by agencies you wish to contact.

RED BOOK - Information for parents of children with Special Educational Needs in Bury, produced by Bury Parent Partnership, 0161 763 5001.

A.S. INFORM – An Information resource for parents of teenagers and adults with Aspergers Syndrome.

TRANSITION, A GUIDE FOR PARENTS AND CARERS by Elena Howard and Jacki Brooker (Medway council), Simone Miles and Paul Wintle (Connexions Kent and Medway) and Maggie Salmon (The Medway NHS trust).

THE BIG PICTURE, YOUR GUIDE TO TRANSITION - for young disabled people aged 13-25. West Midlands NHS.

POSITIVE HEALTH IN TRANSITION - a guide to effective and reflective transition planning for young people with learning disabilities by Margaret Pearson, Margaret Flynn, Joan Maughan and Phillippa Russell. Published by The National Development Team.

TRANSITION PLANNING 13 TO 19 - Guidelines to assist teamwork with young people who have complex disabilities.

NEXT STEP - Moving on after your college course. Janet Chadwick, Manchester Adult Education Service. 0161 255 8231.

SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE - Department for Education and Skills.

GROWING UP MATTERS - Better transition planning for young people with complex needs - CSCI, January 2007.

SEVEN PRINCIPLES FOR INCLUSIVE TRANSITION PLANNING - The final report of an East of England Project on Assessment and Transition Planning, March 2004.

INFORMATION TO SUPPORT CONNEXIONS PARTNERSHIPS IN THEIR WORK WITH YOUNG PEOPLE WITH LEARNING DIFFICULTIES AND DISABILITIES - Connexions Service National Unit, September 2002.

TAKING RESPONSIBILITY - Andrew Powell, National Autistic Society.

THINKING ABOUT THE FUTURE? - A parent's guide to transition planning. www.easttogether.co.uk

GETTING A LIFE - information for everyone working with and for disabled young people in transition from childhood to adulthood, Council for Disabled Children, Issue 3, Summer 2005, contact: Email: lwinters@ncb.org.uk

