

# Information & Support | Influence & Change



**Preparing for Adulthood:**  
A guide for Parent Carers and Family Carers to understand their young person's journey from Year 9 onwards

## Creating a Good Life

When we talk about achieving a good life for somebody with a disability the things we need to think about are exactly the same things we need to think about for somebody without a disability. We all need to be safe and healthy, with our basic needs met and opportunities to maintain our physical and mental health.

You might think for those with a disability these things would be easy to achieve, but the data suggests otherwise, with those with a learning disability and/or autism in particular being shown to have poorer health outcomes than the population without a learning disability and / or autism.

Good health doesn't just happen, and it is something that those who support young people with a disability need to proactively think about and support them to engage in. Whether it is promoting dental health, getting moving and being active or thinking about a healthy diet, we need to plan how these things can be achieved for young people with disabilities. It probably won't be straight forward, and it might look different to how those without disabilities do these things, but they are an essential foundation for a good life.

Elements of a good life often overlap and looking after our physical and mental health can also help us to build relationships and links with our community. Having people who care about us and about whom we care, in our lives is key. It makes us feel valued and creates a sense of belonging. A challenge for many people with disabilities is that too often their lives are typified by people leaving them. Friendships are often temporary and dependent on where they spend their time, rather than friendships being supported to grow with individuals, providing support and consistency throughout their lives and new experiences.

Being active can mean different things to different people. We have talked about the value of being physically active, but having opportunities to be creatively active is important too. Both can provide a sense of achievement and productively essential for mental wellbeing and sense of self. We all need to feel proud of who we are, what we have achieved and have things to look forward to.

Domain	Indicator/example
Emotional well-being	Contentment, satisfaction, freedom from stress, self-esteem
Physical well-being	Health, being able to do activities of daily living, physical activity
Material well-being	Housing situation, work status and environment and financial status, possessions
Personal development	Education, personal competence, achieving, having success, being productive
Self-determination	Personal control and autonomy, having goals and expectations for your own life, having some choices and preferences
Interpersonal relations	Positive interactions with others, relationships with family and friends, support, doing things with other people
Social inclusion	Being in and part of the local community, having a role in the community
Rights	Human rights: respect, dignity, equality, right to family, etc. legal rights such as citizenship, accessibility and due process

Shallock et al, 2002 Bigby et al 2014

All of the above have to happen in a person-centred context, with the voice of the individual shaping what these essential experiences look like. Having a choice about how we spend our time and where we spend our energy is crucial, along with being able to contribute in whatever way possible, to decisions about what our life looks like.

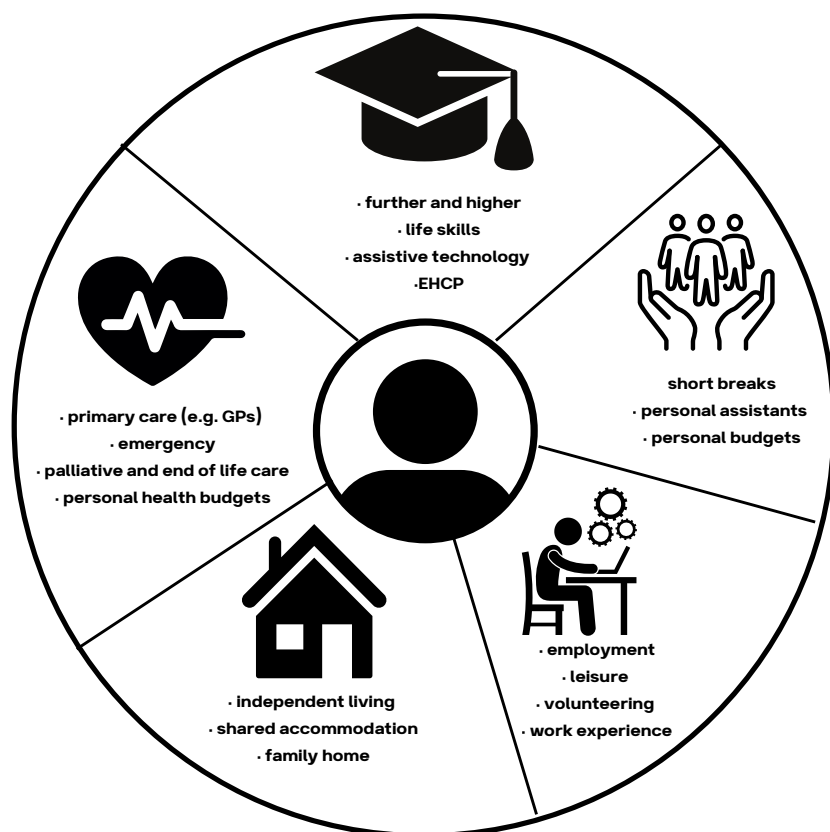
The knowledge on how to support an individual to create a good life has to be built over time, especially with those young people who might not be able to clearly share what is important to them. You might need to try things to see if they work, there might be failures as well as successes, but all of this contribute to your journey towards a good life.

## About this Guide

This guide has been created during PACC's PFA Navigator Service contract with feedback and themes collected through the Navigator service between 2022 and 2025.

The guide has been divided into key areas and covers an introduction to the topic, legislation, information and QR Codes/ Links to further reading. A draft guide was shared with Parent Carers and Practitioners to collect feedback. Additional sections and further information has now been added.

The purpose of this guide is to inform Parent Carers of some of the options available for their Young Person in Shropshire. Each page will include introduction information with a QR code, which is also a click link if viewing online to access further information. We appreciate that this guide may not cover every subject relating to SEND and PFA, but have ensured we have covered as many areas as possible.



The SEND Code of Practice (CoP) states that everyone working with children and young people with SEN or disabilities across education (including early years, schools, colleges and 16 to 19 academies), health and social care, should support children and young people with SEN and disabilities to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

## How to use the guide



Scan the QR  
code for further  
information



Click the Green  
shape or further  
information if  
viewing online



## What is Preparation for Adulthood (PFA)?



Our early life experiences help us to prepare for life as an adult and this should be recognised as early as possible, although there is an expectation that Young People with SEND focus on PFA from Year 9.

Conversations about a young person's future should involve themselves, their parent carers, their teachers and anyone else who works with them.

**PFA covers all areas of your Young Person's life that will enable them to have the best outcomes as they enter adulthood.**

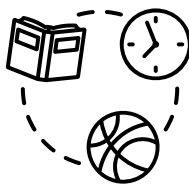
**This guide will provide you with useful information to support your young person's plans for the future. You may have questions or concerns about things like:**



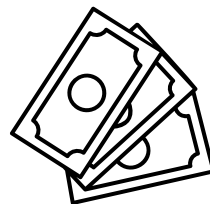
Leaving school or starting college



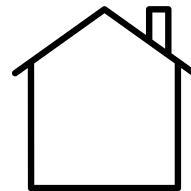
Finding a job



Finding day time activities



Finances and Benefits



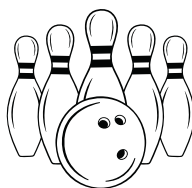
Housing



Health



Transport



Leisure and Social Activities



Longer Term plans



Social Care

# Transitions and Support

## What is a Transition?

Moving from childhood to adulthood, moving from one education setting to another and moving from children's to adult's services, moving from the family home into supported living are all transitions. The young person's hopes, wishes and aspirations for the future are kept central to the planning process.

With an Education, Health and Care Plan (EHCP), planning for adulthood starts in Year 9, and a transition plan will be developed in the Year 9 annual review.

A person-centred transition action plan focuses on the young person, what is important to them for their future and what support and actions are needed for them to achieve their outcomes and make the transition into adulthood. This is a live on-going process and should cover the four areas of 'Preparation for Adulthood'.



Transition is not a single event. It is a gradual process during which your son or daughter should be supported throughout their teenage years and into adulthood to build up their confidence and ability to manage the care and support they need where they have capacity to do this. The process should ideally begin from age 12 and be well underway by the age of 14. In England this will often tie in with the Year 9 school annual review. A good transition should build on your young person's strengths and wherever possible work with them to plan for how they can meet their aspirations in life.



Moving from children's  
social care to adults'  
social care



More information on  
Shropshire Council  
Transition Plans



Transition to  
adult services



## Year 9 Annual Review

The SEN and Disability Code of Practice sets out what should be considered in annual reviews from Year 9 onwards. For teenagers, preparation for adult life has to be part of the planning and support for them. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve.

Planning must be centred around the child or young person and explore their aspirations and abilities, what they want to be able to do when they leave post-16 education or training, and the support they need to achieve their ambitions. LAs should make sure that children and young people have the information and help they need to join in fully in this planning and make decisions.

There are some key points for annual reviews and transition between school and further education and/or training:

- Planning is based on the young person's aspirations and abilities and what is needed to support them to "achieve their ambition": the EHC plan must fit the child/young person and not the other way around.
- Young people should be given the help they need to participate and make decisions. Parents Carers need to think about what will help their young people to make decisions when the time comes.
- Transition planning must be built in to the revised EHC plan. Although outcomes will need to be revised, remember that only the contents of sections B and F of an EHC plan can be appealed. It's very important that the transition planning is specified and quantified in section F of the revised plan.
- The outcomes sought for a young person must be "ambitious" and "stretching" and "prepare young people for adulthood". This is very important when thinking about education or training for young people aged 19-25 where provision tends to be more bespoke.



NDTi EHCP  
guidance



## EHCP Outcomes

**What is a SMART outcome?**

### **Specific**

The 'what' – a clear statement of what will be achieved

The 'why' – be clearly defined and easy to understand

The 'how' – the action that needs to be taken.

### **Measurable**

Based in evidence – it can be assessed objectively and/or it can be observed or recorded

It includes figures/numbers – it can be accurately measured against targets

### **Achievable**

Challenging but not beyond reach

Providing opportunities for success along the way

### **Realistic**

Aligning with the child or young person's aspirations

Meaningful to the child or young person

### **Time bound**

A time scale for achievement with an end date or date for review.

**Remember, outcomes should be across education, health and social care and should not just focus on educational achievement.**

"By the end of KS4, Ed (14 years old) can move around his community safely. He will – Walk independently to and from the bus stop, school and local club, explain and be able to action what he will do if he gets lost, and reliably recognise key symbols and words that are part of his everyday environment."



**NDTi- PFA EHCP  
Planning**



**Council for  
Disabled Children**

**When can an EHCP be ceased?**



## Things you can do– preparing for the future

**Spend time with your child/ young person thinking about the future. These are areas which the preparation planning will cover:**

### Who I am

- **What do I enjoy doing?**
- **What am I good at?**

### My hopes and dreams for the future

- **What have I always dreamed of doing?**
- **Where would I like to go**
- **Who would I like to meet?**
- **What would I like to do next year?**

### How I communicate

- **How do I want people to communicate with me?**
- **What works well and what doesn't?**
- **Do I need any extra or specialist help with communication?**
- **Do I use the same methods of communicating at home and at school?**

### Things which are important to me

- **Do I have routines that I like to follow?**
- **Do I like to know what is going to happen next?**
- **Do I like particular people or to have special things with me?**
- **Do I have any way of life or religious beliefs that I follow?**

**You may find it useful to answer these questions with your son/daughter in preparation of their Transition Pathway.**

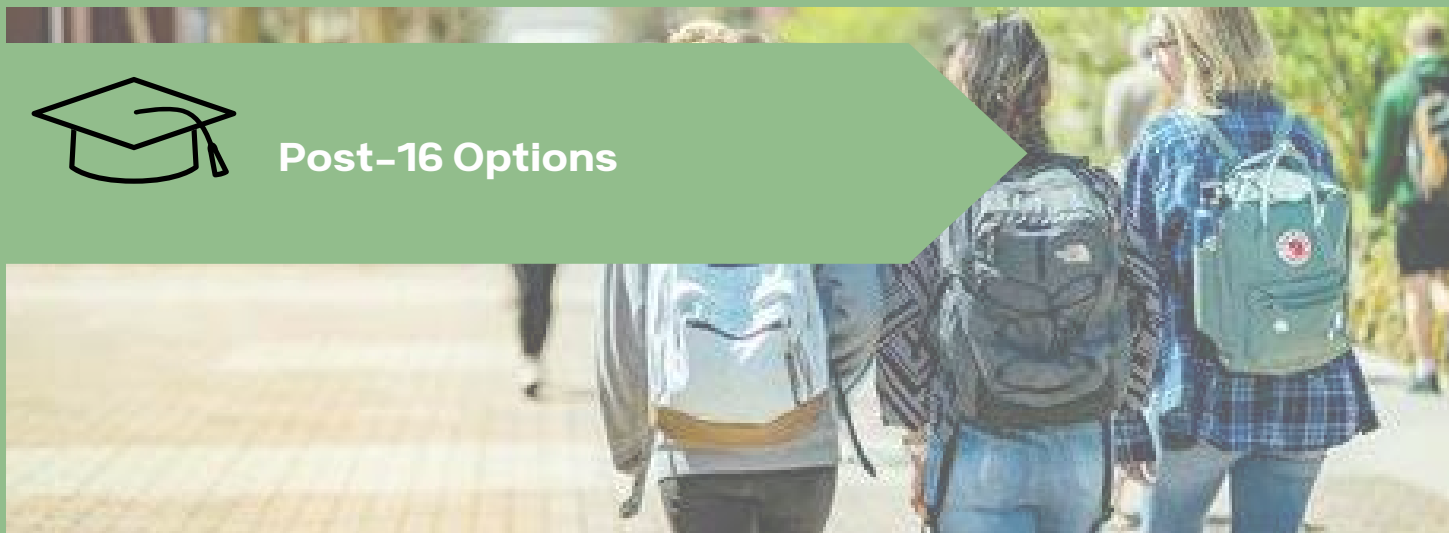
### Questions you could ask

- **Is our family getting all the support and help it is entitled to?**
- **Is there any help for my son/daughter to prepare for adult life?**
- **What will my son's/daughter's options be?**





## Post-16 Options



**The vast majority of young people with SEND are capable of sustainable paid employment with the right preparation and support.**

**Young people are expected to remain in some form of education or training to the age of 18 years. Continuing in further education will help young people build upon their prior achievements and support their progression towards greater independence and aspirations for paid employment/higher education.**

**Further educational institutions offer courses which are designed to provide pathways to employment with a clear focus on preparing students with SEND for work. This includes identifying the skills that employer's value and helping young people to develop them.**

- **Apprenticeships are paid jobs that incorporate training, leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Young people with EHCP can retain their plan when on an apprenticeship.**
- **Traineeships are work based training programmes focused on giving young people real work experience. Traineeships last a maximum of six months and include core components of work preparation training, English and maths (unless GCSE A\*-C standard has already been achieved) and a high-quality work experience placement.**
- **Supported Internships are structured further educational study programmes of up to one year, delivered by FE institutions for young people with an EHCP. Learning takes place primarily at an employer workplace and help equip young people with the skills they need to transition into paid employment.**



**More information on  
education options  
can be found on The  
Local Offer**

**A five-day package of provision in post-16 education for young people with Education, Health and Care (EHC) plans refers to a tailored program of support and activities that can be offered across five days a week to meet their individual needs. This package can include education, health, and care components and may involve different providers and settings, including non-educational activities**



## Transport and Travel

### 16-18 Transport

There isn't a statutory duty to provide transport for post-16 aged students, although Shropshire Council currently offer a contribution scheme with an education, health and care plan (EHCP) to facilitate attendance at the designated/nearest post-16 establishment.



Shropshire  
16-18 SEND  
transport policy

The agreed level of contribution for the 2024/25 academic year is £933. Payment can be split into three termly payments, payable prior to the start of each term. No refunds are issued for reduced or cancelled travel.

For families on defined benefits, a contribution towards the cost of the transport assistance will be £299 for the academic year. This can also be split into three termly payments and no refunds are issued for reduced or cancelled travel.

### Transport for 19+

Local authorities have certain duties in respect of 'adult learners'. These duties are set out in section 508F of the Education Act (EA) 1996.

You are an 'adult learner' if you are over sixth form age. When considering adult learners, the LA must make transport arrangements it thinks "necessary" for two purposes. The first purpose is to help with the attendance of adults receiving education at settings:

- maintained or assisted by the LA and providing further and/or higher education, or
- within the further education sector.

Any transport arrangements provided under this duty must be free of charge.



IPSEA  
Post 19 transport  
Guidance

There is no requirement for the child to have an Education, Health and Care plan ("EHC plan") in order to be entitled to transport on the grounds of SEN or disability.



## Transport and Travel

### Travel Training

Travel Training gives young people the confidence and skills to travel independently on buses, trains and walking routes. Travel Training is tailored to the individual and is based around a journey they will be making regularly. This might be to work, college, school or to a leisure activity.

#### What to expect:

- A specialist travel trainer who works with the trainee on a one-to-one basis
- A full assessment and plan agreed by all involved
- Starting by travelling together the trainer makes sure the person becomes familiar with the route and has the skills to do it on their own before support is faded
- Development and assessment around personal safety
- An agreed strategy of what to do when things don't go as originally planned

Planning the journey



Personal and Road Safety

Reading and understanding a timetable



How to cope when changes occur

Using a bus/train pass and paying a fare



Knowing where to get help



IPSEA  
Post 19 transport  
Guidance



Travel Training



## Transport and Travel



### Disabled Persons Rail Card

A disabled person's railcard gives you one-third off the cost of rail travel. You can use it to get a discount on trains at any time of day. If you're travelling with an adult carer, family member or friend when using the disabled person's railcard, they'll get the discount too.



### Disabled Persons Bus Pass

A disabled person's bus pass allows individuals with qualifying disabilities to travel free of charge on local buses in England. It's a concessionary travel pass that provides free off-peak travel. To be eligible, the disability should significantly impact daily life, and the pass allows for free travel on buses anywhere in England, with specific time restrictions



### Connect on Demand

Connect on Demand is a new flexible way to travel by bus. Unlike a traditional bus service, Connect on Demand doesn't have a fixed route or follow a timetable. Instead, our buses can travel anywhere between bus stops and designated points within the operating zones, where there's not already a scheduled bus service running.







## Children/ young people needs assessment

Many children in Shropshire who require services will receive them through universal provision within their local community. The same should be true of any child with a disability. Disabled children have the same rights as other children and we want to ensure that, with the right support and the same opportunities, all children lead safe, healthy and fulfilling lives.

The Children Act 1989 places a duty on Children's Services to provide or co-ordinate the provision of services to all disabled children:

'To provide an appropriate range and level of services to safeguard and promote the welfare of children in need' and 'so far as is consistent with that duty to promote the upbringing of such children by their families'.

Social workers in the team assess needs and provide social work support and care management to children and young people who meet the eligibility criteria which requires:

- Significant Learning disability or impairment
- Significant Physical disability

Complex and severe health problems, including life-limiting conditions

They may sometimes be able to help children with less severe disabilities if:

- A parent has a disability or chronic illness
- The impact on the family is severe
- A sibling also has moderate disabilities

If your child/ young person has a disability, as identified in the criteria, this will lead to a Social Work Assessment being completed. Where your child clearly does not meet the criteria, the assessment would be signposted to an appropriate service.



More information on  
children/ young  
person's needs  
assessment



## Parent Carer needs assessment

A parent carer, like all carers, is entitled to a carer's assessment to find out what help they need and how these needs can be met. In the case of parent carers, the assessment is known as a parent carer needs assessment. An assessment should mean support and help for you as a carer, and recognition of your role in your child's life.

The assessment must look at:

- Whether as a parent carer you have needs for support and what those needs are
- Your wellbeing\* as a parent carer
- Things that could make looking after your child easier for you
- Whether it's appropriate for you to provide, or continue to provide, care for your disabled child, considering your needs for support and other needs and wishes
- The need to safeguard and promote the welfare of your disabled child, and any other child you have

\*The wellbeing duty is an important addition to guidance in the Children and Families Act 2014. It ensures that your needs in relation to:

- Your physical and mental health and emotional wellbeing
- Employment
- Training
- Education
- Leisure
- Maintaining relationships
- Social/family life
- Suitability of your living accommodation
- Your protection from abuse and neglect
- Your control over your day-to-day life



More information on  
Parent Carer  
assessment



## Social Care Transitions

### Age 14–16

- Now is a great time to start finding out about your options as you start preparing your child for adulthood
- To receive support from the Local Authority Adult Social Care Services, your child/ young person will need to be assessed as having eligible needs
- If your child/ young person has an EHCP, as part of their preparation for adulthood you should be given the opportunity to discuss whether they might require support from the Local Authority once they turn 18, and what their options may be

### Age 16–18

- If your child/ young person has been receiving support from children's social care services, their social worker can make a referral to the PFA team on your behalf
- If you're not working with children's social care services, you can make a referral yourself, or ask someone to make the call on your behalf. The number is 0345 678 9021
- Depending on your situation, you may be invited to come and meet one of the Preparing for Adulthood team in one of Shropshire's Let's Talk Local Hubs, which are based across the county. They can talk to you and your child/ young person about what's going well in their life, and any areas where they could benefit from some support

Alternatively, your child/ young person may meet one of the team in school, college, at home or in another environment where they feel comfortable.

- The Preparing for Adulthood team work closely with lots of other agencies across the county, including education, children's social care services, housing providers, health services and many more. To best support your young person, the team will work alongside anyone else who is important in their life
- If your young person is going to receive support from the team, they will spend time getting to know them and the people who are important in their life.



Age 18+

- If your young person is going to receive support from adult social care services their wishes, goals and aspirations will be at the centre of this support
- Their support will be planned with them to support them to move towards their goals for the future. This could include further education, employment or living independently
- The team will continue to work together with the other important people in their life to make sure everyone supports your young person in the best way possible
- If your young person is in education, their preparing for adulthood worker will attend their annual EHCP reviews to be part of planning for their future
- Their preparing for adulthood worker will keep in regular contact with them. They will be in more frequent contact when there are changes happening in their life, for example moving home or moving on from school or college



Social Care  
Transition





## Social Opportunities



**Buddies Social Network provides term-time activities for two groups: Buddies activities are for young people aged 14 – 25 years, with a focus on supporting young people with SEND to prepare for adulthood. Buddies Jnr activities are for younger children aged 8 to 14 years.**

**Buddies also provides important opportunities for parent carers to come together, to share information and experiences and to benefit from peer support.**

**Buddies activities are shared on the Buddies Facebook Page. A Parent Carer/ PA must attend and provide support at activities. Activities are self-funded and are at cost of the activity.**



**The Healthy Lives Programme is PACC's Holiday activity programme. Healthy Lives offers a variety of activities to support physical and mental wellbeing, providing young people with SEND with opportunities to catch up with friends and be active.**

**The Healthy Lives Programme covers all school holidays for 8–14 year old's and 14–25 year old's. Over the summer holidays there is an increased offer including all-age family activities and activities for those with complex needs.**

**The registration form is open set points in the year – please check our FB page for more details.**





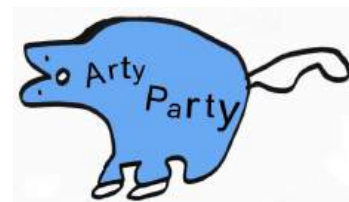
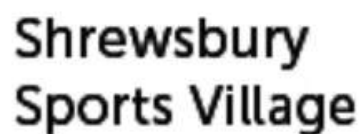
## Social Opportunities

Shropshire Local Offer provides a directory of clubs, activities and things to do in Shropshire– both inclusive activities and SEND specific activities.



At point of publication this page is under development and only includes a very limited number of activities

## Social Opportunities recommended by families



## Friendships



meeting  
new people



making  
friends



maintaining  
friendships



## Physical Activity



Individuals from from the Learning Disability and / or Autistic community are more likely to be less physically active, overweight and to experience poor mental health. The reasons for this are complex and include;

- Biology and genetics may increase vulnerability to weight and mental health problems.
- Individuals may experience a higher incidence of negative life events.
- Access to fewer resources, opportunities and coping skills
- The impact of other people's attitudes and social isolation

Challenges can start in childhood and so it is essential that opportunities to support improved physical and mental health are available for children and young people with Learning Disabilities and / or Autism. The role of parent carers in this is central and raising awareness of these issues and how they can be addressed amongst the parent carer community is also essential.



Read  
more

The Local Offer provides opportunities for children and young people to engage in physical activity



At point of publication this page is under development and only includes a very limited number of activities

Social Prescribers can also support children and young people to access physical activity





## Day Opportunities

Shropshire offers various day opportunities for adults with learning disabilities, including council-run day centers and community-based programs. These centers provide a range of activities, from arts and crafts to physical activities, and focus on promoting independence and life skills.



## Funding Social Activities

Adult social care in England is funded through a combination of local authority budgets, central government grants, and, in some cases, an additional adult social care precept. Local authorities have significant discretion in how they allocate these funds, including prioritizing adult social care over other services.

A direct payment is a way of delivering a social care personal budget. It's used to meet an assessed social care need, either for children and young people aged 0-18 under the Children Act 1989 or young people aged 18 and over via the Care Act 2014.

The aim of providing a direct payment is to increase an individual's independence and choice by giving them control over the way the services they are assessed as needing are delivered. By having a say in the way this budget is used, a parent carer or young person can control elements of their support promoting flexibility, choice and quality of life.

A direct payment can be used to "support to access a wide range of social activities which your child would not ordinarily be able to access due to their individual SEND needs. This would be based on needs identified in their social care assessment"







## Planning ahead- Checklist

### When your child is in Key Stage 4



## September

- Explore options for college, further education, training and employment
- Look at pathways fitting around skills, interested and predicted grades
- Look for upcoming open evenings/ open days
- Does your young person have a bank account?

## October

- Are you aware of Careers advisors at your young persons school?
- Has your young person had their EHCP annual review?
- Have you booked to attend open days/ events?

## March

- Have you had a conversation with school about exam adjustments and support with revision?
- For those without an EHCP the deadline for Post-16 applications is 31st

## June

- Your Young person should now have been issued a National Insurance number
- Have you applied for SEND transport? The deadline is 30th
- Does your young person have photo ID?
- Does your young person have their own bank account?



Mencap- thinking  
about the future



Employment

## Careers Advice



**Schools and Colleges have qualified careers advisors to help children and people from the age of 13 to 19 (to 25 with an EHCP) to navigate and understand what pathways, skills and qualification they may need to realise their ambitions for paid employment.**

**Careers Advice is provided by schools and colleges for children and young people aged 13 to 19 years (25 for EHCP's).**

**Each school and college will have lead Careers contact and careers educational and guidance that is known and understood by children, young people and their families  
By the age of 14 all children should have been provided with information to what is available and what future study options there are to enable children to make informed decisions.**

**Children and young people can ask their school or college for further information on what careers advice they should be receiving.**

**When a young person completes compulsory secondary school education at the end of year 11 the next step is usually to move to either employment or further education, which includes colleges, training providers 6th forms and independent specialist provisions.**



**Local Offer-  
Employment and  
Careers**



**National Careers  
Service**



## Employment

# Training and Work

Jobcentre Plus is a government-funded employment agency and social security office whose aim is to help people of working age find employment in the UK. They can provide information with training and employment opportunities. Jobcentre Plus also administers claims for benefits such as income support, incapacity benefit and jobseeker's allowance. Young people with SEND can also get advice on reasonable adjustment from their disability employer advisor (DEA) at their local job centre.



Access to Work provides support for people over the age of 16 with a disability or health condition who are starting or in paid employment. The support provided will be based on individual need, and may include support through a job coach, and help with transport and/or specialised equipment. Access to work support is also available for students accessing a traineeship or a supported internship.



Enable is part of Shropshire Council and supports people who need a little extra help to find, secure and retain employment. It has a team of supported employment specialists who work in a person-centred way to support people throughout their employment journey.



The British Association for Supported Employment gives further advice and support on how the SEND reforms can benefit those people 'training in employment'.



Scope offer online and offline employment support. All employment support services are designed for working-age disabled people.





Employment

## Volunteering

Volunteering can help you make career choices. You can test out different jobs to find out what you prefer. You'll also gain experience and develop soft skills that are useful in all careers.

Through volunteering you can:

- find out what's involved in a job to see if it's for you
- try out different career ideas
- learn new skills or build on ones you already have
- meet new people and develop your network of contacts
- boost your confidence
- give back to your community



National Careers  
Service-  
Volunteering

You may have to take small steps to get to your perfect volunteering opportunity. It can be very competitive and for some volunteering opportunities, you might need to be over 18.

You may have a specific career in mind that you'd like to gain experience in. Or you might be looking to get back into work and volunteering could be a good first step.

Be creative about where you'll go and what you're willing to do. This approach can help you gain skills for the long term.



Volunteering  
Matters



QUBE  
volunteering

Writing a great CV is one of the most important first steps you can take towards getting a job. It's your chance to pitch yourself and your skills to potential employers.

Your CV is the first chance that recruiters will have to get to know you. It should cover:

- your education and employment history
- the core skills that you will bring to the workplace.

It may seem daunting to write about yourself at first, but these steps will help you to present yourself in the best possible light.



SCOPE- support  
writing a CV



The options available to your young person for housing are dependent on their needs. This should be explained to you following a needs assessment and your young person's social worker should support with this.



## Supported Living

High-level supported living is an approach to housing and support for vulnerable people with a disability, based on the belief that every person has the right to lead their own life and to determine where, how, and with whom they live, and who provides them with support.

The support given to occupiers depends on their needs, and can include:

- Help with getting benefits
- Developing independent living skills, such as how to cope in a crisis
- Developing budgeting skills
- Encouragement to reconnect with family and friends, or develop new social networks
- Assistance in taking up education, training and employment opportunities
- Support with personal care and meal preparation
- Support with keeping people safe
- Using specific positive behaviour training for people with high needs

The purpose of supported living is:

- To enable people to live as independently as possible in the community
- To support social involvement
- To give support which is right and unique to the person
- To ensure, in all cases, that staff will have the right skills to see the world through the eyes of the people they support



NHS-  
Supported  
Living Service



Local Offer  
Information



further information on this locally and contact information is not available at the moment on the Local Offer. PACC have raised this numerous times with the local authority



## Housing

All people have a right to live in the community with everyone else and make choices about the way they live. They should be able to choose where they live and who they live with. They should get support to make this choice if they need it.



**Shropshire  
Homepoint**

Shropshire Homepoint is the housing register for the Shropshire Council area, working with partner housing associations to advertise properties for rent and shared ownership properties for sale.



**Positive  
Steps**

Positive Steps are available to support adults with a range of tasks including preparing meals, household chores, administrative tasks and paperwork, and supporting appointments such as hospital visits.



**Types of housing  
available**

## Housing Benefits

Housing Benefit can help you pay your rent if you're unemployed, on a low income or claiming benefits. It's being replaced by Universal Credit.

How much you get depends on:

- your 'eligible' rent
- if you have a spare room
- your household income – including benefits, pensions and savings (over £6,000)
- your circumstances, for example the age of people in the house or if someone has a disability

**Eligible rent**

Your eligible rent is the amount used to calculate your Housing Benefit claim. It's your actual rent plus any service charges you have to pay (such as for lift maintenance or a communal laundry) but not things like heating or water costs for your home.



**more  
info**



## Housing- Tenancy Agreements

**A tenancy is a legal contract between a tenant and a landlord. It may be written or oral. The tenancy sets out the terms and conditions for living in the property, as well as the obligations of the landlord and tenant.**

**Some young may not fully understand the obligations and implications of taking up a tenancy. A tenancy agreement is a contract and therefore some 'legal capacity' is required otherwise the contract is void i.e. not valid and the parties are not bound by the terms of the contract.**

**legal capacity means three things:**

**being able to make a decision**

**understanding there is a choice and wanting to enter a contract**

**understanding the obligations of the contract e.g. to pay rent, keep the terms of the tenancy**



**Mencap-  
What is a  
Tenancy  
Agreement**



**Mencap  
Housing Law  
Guidance**



**Learning  
Disability  
England**





# Mental Capacity

## What is a lack of capacity?

An individual (aged 16 and over) lacks capacity if they're unable to make a particular decision. An assessment of capacity must be based on a person's ability to make a specific decision at the time it needs to be made, not their ability to make decisions in general. Someone can lack capacity to make one decision but be able to make others.

Everyone must apply the five guiding principles of the Mental Capacity Act:

- An assumption of capacity
- Supporting people to make their own decisions
- People have the right to make eccentric or unwise decisions
- Where someone lacks capacity staff must act in the person's best interests
- Where someone lacks capacity any action we take on their behalf must generally be the least restrictive option

## How capacity is assessed

Capacity is assessed for a particular decision by asking three key questions.

1. Can the person make their own decision. This is a functional test and involves assessing whether someone can:
2. Does the person have an impairment of the mind or brain, or some sort of disturbance that affects the way their mind or brain works.
3. If the person does have a mental impairment, is this the reason that they cannot make the specific decision.

These three questions demonstrate how an assessment of mental capacity is carried out. The assessment also includes observation and evidence from other settings if appropriate



more  
information



Mencap  
Information  
pack-



Financial  
Assessment  
- Social  
Care

## Deputyship

You can apply to become someone's deputy if they 'lack mental capacity'. This means they cannot make a decision for themselves at the time it needs to be made. They may still be able to make decisions for themselves at certain times.



## Power of Attorney

A lasting power of attorney (LPA) is a legal document that lets you (the 'donor') appoint one or more people (known as 'attorneys') to help you make decisions or to make decisions on your behalf.







## Bank Accounts



**Power of attorney** – gives someone the legal authority to make decisions on your behalf.

**Third-party mandate** – allows someone limited access to current and savings accounts.

**Court order** – to appoint someone to act on your behalf, if you are unable.

A person has mental capacity if they have the ability to understand, remember and act upon appropriate information and so can reliably make decisions for themselves.

An account holder who has mental capacity can authorise someone else to have access to their account. This may be for convenience or because of the account holder's long periods of travel or physical disabilities.

If you have the right to handle the account of someone who has mental capacity, you have a 'third-party mandate'. A third-party mandate is not appropriate if the account holder is losing the ability to make relevant decisions themselves.

For more information about getting a third-party mandate to manage the account of someone who has mental capacity, you and the account holder should speak to the bank or building society.

Another way of banking on behalf of someone who has mental capacity is by having what is called an ordinary power of attorney. This enables you to make financial decisions on behalf of the account holder (known as the donor). However, an ordinary power of attorney stops being legal authority if the donor loses mental capacity.

The Court of Protection (in England and Wales) protects the rights of people who do not have mental capacity. When a person who does not have mental capacity has not made, or is not capable of making, a power of attorney, the Court of Protection can decide who can handle that person's affairs.

Usually a close friend, family member or someone else who can be trusted applies to the Court of Protection for a court order to appoint a 'deputy appointment'. The court order will set out what decisions the deputy can make on behalf of the person who does not have mental capacity (for example, it might say that decisions can only be made about that person's pension or mortgage).

If you are appointed as a deputy for a person who does not have mental capacity, you will need to contact their bank or building society so that they can set up appropriate arrangements. The bank or building society will need to see the following things before they will give you access to the account. The court order or a copy of it.

Proof of your name and address and the name and address of the account holder (if the bank or building society does not already have them).

You may also need to fill in a registration form.



More information



## Benefits

There is a wide range of disability-related financial support, including benefits, tax credits, payments, grants and concessions.

Some benefits you might get are:

- Universal Credit
- Personal Independence Payment (PIP) or Disability Living Allowance (DLA)
- Attendance Allowance
- New Style Employment and Support Allowance (ESA)

### Vehicles and transport

If you're disabled you can apply for the following:

- exemption from paying vehicle tax
- parking benefits – Blue Badge
- disabled persons bus pass or Disabled Persons Rail-card
- help to buy or lease a car from the Motability Scheme

### Home and housing

If you've been assessed by your local council as needing care and support services, you can get:

- Direct payments – allowing you to buy in and arrange help yourself instead of getting it directly from social services
- Disabled Facilities Grants – which is money towards the costs of home adaptations to enable you to continue living there



Financial  
help-  
Gov.UK



Turn2us  
benefit  
calculator



Parent  
Carer  
financial  
support



## Health



As young people mature, their needs and preferences change. Some young people may have health needs which require support from children's health teams who also work with their Parent Carers. As young people grow older, the models of care used to support them may change. This process can be stressful and confusing for young people and their families. To help prepare for this, it's important that transition planning starts early, preferably before the age of 14.

Support and information should be provided for young people before, during and after their transition. Young people and their parent carers should be able to ask questions, give opinions and make decisions.

Healthcare teams usually start talking to young people and their parent/carers about their health needs and transition to adulthood around the time of their 14th birthday. This allows plenty of time for gradual planned transition or to develop an understanding of future support options. Each health service should have their own transitions process in place.

### Diabetes

Children and young people with type 1 and 2 diabetes remain on the paediatric team's caseload until their 19th birthday. Young people will then be referred to the most appropriate adult diabetes service, whether that be a GP, community diabetes nurse, or a hospital diabetes nurse depending on their diabetes type, diagnosis and treatment plan (eg insulin injections/insulin pumps).



### Wheelchair and Posture Service

When you turn 18 years old, the same service rolls forward and into adulthood. You'll deal with the same team of clinicians and have the same contacts, and access/changes of equipment will be dealt with as required.





## Health

For young people with complex and life-threatening health conditions, their transition to adulthood will need to be underpinned by strong partnership working between children's and adult health services. This may involve community, hospital and hospice care teams. From the age of 14 years, healthcare professionals should begin to discuss with you and your child the plans for transferring to adult healthcare.

People with learning disabilities, their family carers and paid supporters are entitled to a free flu vaccination. Your GP can consider the use of a nasal spray flu vaccine as a reasonable adjustment.

Young people over the age of 14 with a learning disability, are entitled to an annual health check. This helps people with a learning disability to stay well by talking about their health and finding any problems early, so that they get the right care.



As young people mature, their needs and preferences change. Some young people may have health needs which require support from children's health teams who also work with their parent carers. As young people grow older, the models of care used to support them may change. This process can be stressful and confusing for young people and their families. To help prepare for this, it's important that transition planning starts early, preferably before the age of 14.



Health  
Transitions

### LEARNING DISABILITIES

## A Guide to Health Checks

People with a learning disability can have poorer health than other people.



They do not always know when they are ill or need to see a doctor.



They may not be able to tell people that they feel unwell or different.



An annual health check helps people stay well by finding out about any health problems early, so people get the right care.



People should get a health check action plan after an annual health check to help them with any personal health issues.



Having an annual health check can also help the person get to know their doctor and other staff.



Annual health checks are for adults and young people aged 14 or over with a learning disability.



NDTi





### Accessing Appointments

The NHS provides various support services to help individuals access appointments in Shropshire. These include assistance with finding transportation, communication support, and information and advice on special educational needs and disabilities (SEND). When you receive an appointment, the letter should include information on how to access support- this may be a phone number or email address.

### Dentists

In Shropshire, SEND support for dental services can be accessed through the Shrewsbury-based Shropshire Community Health NHS Trust or by contacting the local authority for specific SEND support. The Shropshire Community Health NHS Trust provides dental treatment, including for individuals with SEND, and may offer referrals to more specialized services if needed.



### GP Appointments

NHS Shropshire, Telford and Wrekin are proud of the 51 GP practices across the county. All practices provide high levels of care to local residents, with a team of expert clinicians, within the local community. GP services can be accessed in a number of ways, to suit you. Your GP practice offers different appointment types for your healthcare needs.



### Hospital Appointments

**NHS Easy Read Patient  
Information Library**



**Attending an  
Appointment**



**British Sign Language (BSL)  
Patient Information Library**



**Staying in Hospital**





## Health



### Sexual Health and Relationships

**NSPCC**

**Love Life: Helping young people explore topics such as emotions, relationships and identity**



**TALKING ABOUT SEX**

A booklet for young people with life-limiting or life-threatening conditions and their carers

**Talking about sex A booklet for young people with life-limiting or life-threatening conditions and their carers**



**DOWN'S SYNDROME ASSOCIATION**

**Down Syndrome Association- Let's Talk About Relationships and Sex – Teenage Resources**



**mencap**  
The voice of learning disability

**Mencap– relationships and sex resources**





- **someone you trust at school or college – for example, a teacher, school nurse, mental health lead or special educational needs co-ordinator (SENCO)**
- **a GP**



**Advice and guidance for parent carers to help them support a child or young person experiencing poor mental health or wellbeing.**



**Young Minds– Disability and mental health intersect in various different ways. Find out more and read tips for looking after your mental health created by and for Disabled young people.**



**This information pack is intended to provide a basic introduction to mental wellbeing and mental health problems before considering mental health problems in children and young people with learning disabilities in more depth.**





## Wills and Trusts

# Last Will and Testament

If you have a member of your family with complex disabilities, Wills and trusts are the best ways of making sure that, after you've gone, any money, possessions or property you leave to your family member will be safe and secure for their lifetime.

**A Will** is a legally binding document. By leaving a Will you can:

- Make clear what you want to happen to your estate (your property and money) after you die.
- Name your executors – the people you want to carry out your wishes.
- Name guardians – people you want to take health and social care decisions for your family member with complex disabilities while they're under 18 years old. The guardians may also look after your family member.
- Name trustees – the people you want to manage property and money you have left to someone in a trust.
- Include a letter of wishes to guide your executors and trustees. Unlike a Will, a letter of wishes is not legally binding.

### **Trusts**

If you want to leave property or money to a family member with complex disabilities, a trust is an effective way to:

- Safeguard their social care funding and means-tested benefits.
- Protect them from risk of financial abuse.
- Support them if they need someone to manage their money.



Mencap-  
further  
information



Sense-  
further  
information





## When things go wrong

When things go wrong within Special Educational Needs and Disabilities (SEND) support, it's important to take steps to address the issue, which may involve informal communication, formal complaints, and potentially mediation or appeal depending on the specific situation and procedures.

### Informal communication

Start by contacting the professional involved. Use email to document the conversation and set a time for their response.

### Formal Complaint

If the informal approach doesn't resolve the issue, you may need to make a formal complaint. This will often involve writing a statement outlining the problem, your concerns, and the desired outcome.

### Mediation or Appeal

Mediation is a process where an independent third party, the mediator, helps parties involved in a dispute reach a mutually agreeable solution. Appeals, on the other hand, involve formally challenging a decision made by an authority

### Judicial Review

When the complaints procedure would not be a realistic and effective way of solving the issue

### Ombudsmen

Ombudsmen are independent bodies that can help resolve dispute particularly when formal complaints processes haven't yielded satisfactory results.



IPSEA  
template  
letters

Local Government and Social  
Care Ombudsmen



Care Quality Commission



NHS- Patient Advice and  
Liaison Service (PALS)



Feedback and complaints  
about an NHS Service



Children and Young Peoples  
Complaints- Shropshire  
Council



Complaints, Compliments and  
Feedback- Shropshire Council



School, College and  
University Complaints



Adult Social Care Complaints



## Accessing Support



We provide information, advice and support to parents and carers of children aged 0 to 25, and young people aged 16 to 25 who have, or may have, special educational needs or disabilities (SEND).



We're here for families wherever they live in the UK, and whenever they need us.



The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.



The PACC Preparation for Adulthood (PFA) Navigator service is available to help SEND families understand the options available for young people with SEND on their preparation for adulthood journey.



IPSEA is a registered charity in England that provides free legal advice and support to families of children with special educational needs and disabilities (SEND).



The service is aimed at families of autistic young people aged 0-19 and provides early intervention & prevention of person centred, needs led support, contributing to improving the understanding of autism, provision of support strategies & information to improve quality of life, no diagnosis is necessary to access this support.



## Accessing Support for Parent Carers



The PACC Preparation for Adulthood (PFA) Navigator service is available to help SEND families understand the options available for young people with SEND on their preparation for adulthood journey. They can also signpost to support and services for Parent Carers



**YOUNGMINDS**

YoungMinds offers free confidential online and telephone advice and emotional support to anyone worried about a child or young person up to the age of 25.



**Rethink  
Mental  
Illness**

Advice and information about rights for loved ones and carers and other advice, and how you can get help for someone in crisis.



Seeking help is often the first step towards getting well and staying well. But sometimes it can be hard to know how to start or where you can turn to.



Kids have been commissioned to deliver the Universal Autism Support Service across Shropshire. They offer support, drop in sessions and workshops.



Someone of any age who provides unpaid care for another person (of any age) who may be ill, frail, with disabilities, have poor mental health or drugs and alcohol problems, meaning they're unable to manage without your care and support.



**What education options are there?**

**What is Preparation for Adulthood**

**What happens at a Year 9 Annual Review?**

**How can we access social opportunities?**

**Does anything change in Health Services?**



**Contact A PACC Navigator Today!**

## **What can I speak to a Navigator about?**

- Education
- Education, Health and Care Plans
- Annual Reviews
- Activity Plans
- Finances and Benefits
- Staying Healthy
- Mental Health Support
- Being Part of the local community
- Housing Options
- Support for Parent Carers
- Employment and Volunteering
- Annual Health Checks

To book an appointment email:  
[Abi@paccshropshire.org.uk](mailto:Abi@paccshropshire.org.uk)



## Glossary of Terms

Parent Carers often tell us they struggle to understand the acronyms used in reports and documents. Below are some of the most common acronyms that you may come across.

**Adult Social Care (ASC)** The services and support provided to adults who need assistance with various aspects of their daily life due to age, illness, disability, or other conditions

**Annual Review (AR)** When a child has an Education, Health and Care Plan it must be reviewed by the local authority at least every 12 months to check that it continues to meet the child's needs

**Alternative Provision (AP)** Educational settings and services designed to meet the needs of children and young people who are unable to attend mainstream schools for various reasons, such as behavioural issues, medical conditions, special educational needs (SEN), or exclusions from school.

**Attention Deficit Disorder (ADD)** A condition characterized by persistent patterns of inattention, distractibility, and difficulty in focusing.

**Auditory Processing Disorder (APD)** A condition that affects the way the brain processes auditory information

**Autism Spectrum Disorder (ASD)** A developmental disorder that affects how a person perceives and interacts with the world. It is characterized by a range of symptoms and behaviours, which can vary widely in severity and impact.

**Attention Deficit Hyperactivity Disorder (ADHD)** A neurodevelopmental condition that affects both children and adults, characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with functioning or development.

**British Sign Language (BSL)** BSL is the sign language used by the Deaf community in the United Kingdom

**Child and Adolescent Mental Health Service (CAMHS)** Specialised healthcare services in the UK that provide support and treatment for children and young people who are experiencing mental health issues or emotional difficulties

**Common Assessment Framework (CAF)** A tool used in the UK to help professionals assess the needs of children and young people who require additional support.

**Child Development Centre (CDC)** The Child Development Service is an assessment service in Shrewsbury. The team are equipped to make a differential diagnosis and provide interventions to children with disability or additional needs under 5 years of age

**Child in Need (CIN)** A legal term used to describe a child who requires additional support or intervention from social services due to circumstances that affect their well-being and development.

**Children and Families Act (2014) (CFA)** A significant piece of legislation in the UK that introduced several reforms to improve the support available to children and families, particularly in the areas of education, adoption, childcare, and special educational needs (SEN).

**Children and Young People (CYP)** This term is commonly used in healthcare, education, social services, and other sectors to refer to individuals who are under the age of 18, though sometimes it may include individuals up to the age of 25.

**Department for Education (DFE)** A government department in the UK responsible for overseeing and managing education and children's services in England

**Disability Discrimination Act (DDA)** The provisions in this relating to education have now been replaced by the Equalities Act 2010.

**Developmental Co-ordination Disorder (DCD)** Also known as Dyspraxia. It is a motor skills disorder that affects coordination and movement, leading to difficulties with tasks that require fine and gross motor skills, such as writing, tying shoelaces, or participating in sports

**Disability Living Allowance (DLA)** A benefit provided by the UK government to help individuals with disabilities or long-term health conditions cover the extra costs associated with their care and mobility needs. DLA is specifically for children under the age of 16

**Dynamic Support Register (DSR)** A tool used by health and social care professionals, particularly in the context of mental health and learning disabilities, to assess and monitor the support needs of individuals with complex needs

**Early Help (EH)** Early Help aims to meet the needs of a child, young person and their family at an early stage to avoid a problem escalating. Support can be identified using a whole family assessment and action plan and can be provided by one service or a selection of services depending on your individual needs and circumstances.

**Emotional, Behavioural (and Social) Difficulties (EBSD)** A range of challenges that individuals, particularly children and young people, may face in regulating their emotions, behaviour, and social interactions.

**Education Health Care Needs Assessment (EHCNA)** The local authority must carry out an EHC assessment if a child or young person may need an Education Health and Care Plan. The assessment is a detailed look at a child's or young person's special educational needs and the support he or she may need in order to learn.

**Education, Health and Care Plan (EHCP)** An EHC Plan is a legal document written by the local authority to describe the special educational needs a child or young person has and the extra support that will be given to meet those needs. An EHCP can only be issued after an EHC needs assessment.

**Elective Home Education (EHE)** A term used to describe a choice by parents to provide education for their children at home – or at home and in some other way that they choose, rather than sending them to school.

**Education Other Than At School (EOTAS)** Educational provisions made for children and young people who, for various reasons, cannot attend a mainstream school.

**Educational Psychologist (EP)** A professional who specializes in understanding how people learn and develop in educational settings, particularly in relation to emotional, behavioural, and developmental challenges that may impact a person's educational progress.

**Educational Welfare Officer (EWO)** A professional who works within schools or local education authorities to ensure that children attend school regularly and receive an appropriate education

**Further Education (FE)** Refers to the stage of education that comes after secondary school (or high school) but before higher education

**Global Development Disorder (GDD)** A condition in which a child shows significant delays in reaching developmental milestones compared to others of the same age, including cognitive, motor, social, emotional, and language skills.

**Graduated Support Plan (GSP)** A framework used in education to provide tailored support for students who may have additional learning needs or require extra help to succeed in their academic environment

**Hearing Impairment (HI)** A partial or total inability to hear in one or both ears

**Higher Education (HE)** The level of education that follows the completion of secondary school

**Information, Advice, and Support Service (IASS)** Provides information, advice and support for children and young people, 0 – 25 years, with Special Educational Needs and / or disability, and their parents. An impartial and confidential service which aims to develop more effective partnership between parents, schools, the LA, statutory services and voluntary organisations. Contact Tel: (01743)280019 for further information .

**Individual Education Plan (IEP)** The specific educational plan for a student with a disability, tailored to their unique needs and designed to help them succeed in school

**Independent and Parental Special Education Advice service (IPSEA)** A UK-based charity that provides free, independent, and expert advice to parents and carers of children with special educational needs (SEN) and disabilities

**Local Authority (LA)** Local government body responsible for providing support and services for children and young people. This includes education, education support services, assessments for EHCPs and Social Care.

**Looked After Children (LAC)** A term used in the UK to describe children and young people who are in the care of a local authority, typically because they are unable to live with their birth families

**Local Offer (LO)** Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

**Learning Support Assistant (LSA)** An educational professional who supports students, particularly those with special educational needs (SEN) or disabilities, in their learning within the school environment.

**Mediation** A free service to parents or young people who are considering appealing a decision made regarding the EHC needs assessment and the content of the EHCP

**Moderate Learning Difficulties (MLD)** This describes a child's cognitive abilities, making it more challenging for them to learn in the same way or at the same rate as their peers

**Multi-Disciplinary Team (MDT)** A group of professionals from various disciplines who collaborate and work together to provide comprehensive care and support for individuals, especially in health, education, and social care settings

**Not in Education, Employment or Training (NEET)** This refers to individuals, typically young people, who are not currently enrolled in any educational programs, employed, or participating in any form of vocational training.

**National Health Service (NHS)** The NHS provides healthcare services to all UK residents

**Obsessive Compulsive Disorder (OCD)** a mental health condition characterized by persistent, intrusive thoughts (obsessions) and repetitive behaviours or mental acts (compulsions) that a person feels driven to perform in response to the obsessions.

**Oppositional Defiant Disorder (ODD)** A behavioural condition commonly diagnosed in children and adolescents. It is characterized by a pattern of hostile, disobedient, and defiant behaviours towards authority figures, such as parents, teachers, and other adults

**Occupational Therapy (OT)** The focus of occupational therapy is on improving a person's ability to perform everyday activities or "occupations" that are meaningful to them.

**Office for Standards in Education (OFSTED)** Office for Standards in Education. Advises Government on the quality of education provided by schools in England, the educational standards achieved in those schools, and ways of improving both quality and standards.

**Parental Choice** Parents have the right to express a preference for the school they would like their child to attend, however they are not guaranteed a place at their preferred school.

**Parent Carer Council** A group or organization that represents and supports parent carers of children or young people with additional needs, disabilities, or specific care requirements

**Personal Budget (PB)** a fixed amount of money allocated to an individual to enable them to manage their own care and support needs, providing them with greater control and flexibility over the services and support they receive

**Person-Centred Planning (PCP)** An approach that focuses on the individual's needs, preferences, and goals in creating a care or support plan.

**Physical Disability (PD)** A condition that significantly impairs a person's ability to perform physical activities or movements

**Pathological Demand Avoidance (PDA)** People with PDA tend to have an extreme avoidance of everyday demands and expectations, which can significantly impact their behaviour and ability to function in typical social and educational settings

**Picture Exchange Communication System (PECS)** A widely used, evidence-based communication system designed to help individuals with communication challenges, especially those with autism spectrum disorder (ASD), develop functional communication skills

**Personal Education Plan (PEP)** An education plan for pupils that are in public care or are 'looked after'.

**Profound and Multiple Learning Disabilities (PMLD)** Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a significant medical condition.



**Preparation for Adulthood (PFA)** Refers to the process by which young people, particularly those with disabilities or special needs, transition from childhood to adult life. This phase includes developing the skills, knowledge, and independence necessary to live as an adult in society.

**Pupil Premium** A government funding initiative in England aimed at supporting schools to help improve the educational outcomes of disadvantaged students.

**Personal Independence Payment (PIP)** This is a benefit designed to help individuals aged 16–64 with long-term physical or mental health conditions or disabilities.

**Pupil Referral Unit (PRU)** A specialized educational setting in the UK that provides education for children and young people who are unable to attend mainstream schools due to a variety of reasons.

**Sensory Processing Disorder (SPD)** This condition occurs when the brain has difficulty receiving and responding to information from the senses. Individuals with SPD may have heightened or diminished sensitivity to sensory input, which can affect their daily life and functioning

**Speech and Language Therapist (SALT)** A healthcare professional who specializes in diagnosing, treating, and helping individuals with speech, language, communication, and swallowing disorders

**Special Education Needs and Disability (SEND)** A learning difficulty or disability that makes it harder for children to learn than most children of the same age.

**Special Education Needs and Disability Co-Ordinator (SENDCO)** A SENCO is a teacher who has the responsibility for identifying children with special educational needs and organising and making sure they then receive the appropriate support

**Social Worker (SW)** A professional who works with individuals, families, groups, and communities to enhance their well-being, address social challenges, and promote positive social change.

**Special Educational Needs and Disability Tribunal/SEND (SENDist)** The tribunal hears appeals from young people, or parents of children with SEND, about Education, Health and Care Needs Assessments or EHC Plans. The local authority must act on the tribunal's decision within a set amount of time

**Supported Internship (SI)** A structured work-based learning program designed to help young people with special educational needs or disabilities (SEND) transition from education into employment

**Team around the Child (TAC)** A multi-agency approach used to support children and young people who may need extra help due to various factors such as health issues, developmental concerns, family difficulties, or other challenges that could affect their well-being and development

**Team around the Family (TAF)** A multi-agency approach aimed at providing coordinated support to families who may be facing challenges that impact the well-being and development of their children.

**Transition Plan** A plan devised following the Year 9 review of an EHC Plan and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school, in order to plan coherently for the young person's transition to adult life.

**Tuition Medical, Behaviour Support Service (TMBSS)** TMBSS is a Community School, maintained by Shropshire Council. The Service exists to meet the needs of students aged between 5 and 16 countywide, who require a short term intervention. The reasons include medical needs, permanent exclusions, moving into the county or those students directly commissioned by their mainstream school.

**Visual Impairment (VI)** A condition where an individual's vision is significantly reduced or impaired, making it difficult or impossible for them to perform everyday tasks that typically require normal vision

**Young Person (YP)** Refers to an individual who is in the developmental stage between childhood and adulthood

**Youth Support Service (YSS)** A range of services aimed at supporting young people, particularly those who may be at risk or facing difficulties in their lives





## Information & Support | Influence & Change

### Who are PACC?



Parent Carer Council Shropshire (PACC) is the official Parent Carer Forum for Shropshire, supported by the Department for Education. They work with families who have children or young people (aged 0-25) with any kind of special educational need and/ or disability (SEND), whether or not they have a formal diagnosis. All PACC Reps are Parent Carers, with lived experience of the SEND System in Shropshire.

### How can PACC help?

**By listening to your experiences of the SEND system we can influence change to improve the care, support, and services made available to families. Our monthly newsletter and active social media provide information and updates about issues and activities that may be of interest to the SEND community. PACC provides opportunities both in person and online for SEND families to access peer support to help reduce isolation and to improve quality of life.**



#### Influence & Change

A core aim of a Parent Carer Forum like PACC is to provide opportunities to use their combined knowledge and experience to improve services through coproduction.



#### Information Provision

Ensuring Parent Carers are Informed with accurate and appropriate information. We provide information and signposting to support families to make informed decisions the care they and their families receive.



#### Community Support

Supporting SEND families to be better connected, reducing isolation and improving family life through social networks where information and support can be shared.



For more information:  
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