What's Next?

Programme

12:30-1pm 6th Form Hall: Parent/carer's opportunity to explore stalls

1-1:30pm – Optional Presentations in Sage Meeting Room:

- Reading College
- Supported Internships
- The Palladium Group

1:30-2pm – Optional Presentations in Sage Meeting Room:

- Choice Care group Day Services
- Transition to Adult Social Care
- Preparing for Adulthood
- Reading Family Information Service
- Annual Health Checks

2-2:30pm – parents/carers free to leave. Student's opportunity to explore stalls

pathway to employment

Brookfields Specialist SEN School

Ascendancy Partnership Trust

What's Next?

Welcome

Housekeeping

Transition to Adult Social Care

Richard Kibaja and Mark Warne

West Berks Adult Social Care

Transition to Adult Social Care

16/10/2026

Who are we ?

Adult Social Care Transitions Team in West Berkshire Council.

Transitions Team is a small team consisting of social workers, social care practitioners and a team manager.

- Richard Kibaja – social worker
- Mark Warne – social care practitioner

What is transition and how to refer to our team

Transition is the period of time when young people move from childhood into adulthood. Our Adult Social Care Transitions Team supports young people with their transition to Adult Social Care.

We accept referrals from professionals, parents, carers or young people themselves.

Referrals

Referrals can be made:

- internally when a young person has a social worker from Children's Services

- by completing the Transitions team referral form  which is available online. Once completed the form needs to be emailed to asctransitions@westberks.gov.uk. This form can be completed by the school, other professionals, parents, carers or young people.

-by completing the online enquiry form.

What happens next

1) Referral is received and a young person is either allocated a worker or placed on the waiting list

2) We aim to allocate a worker when a young person is around 17 years and 6 months old. In some circumstances, we will allocate earlier or later.

3) Once a worker is allocated, they will get in touch and start the process of completing the Transitions Care Act assessment.

What to expect during the transition assessment

1) Supports the young person and their family to plan for the future.
2) Discusses solutions, some might not necessarily involve the provision of services.
3) Considers the needs of carers (parents, family members, etc) and discusses carers assessment.
4) Can take place alongside the EHCP review and can contribute to the EHCP review.

Transition assessments include

1) An assessment of current needs and support and how these impact on wellbeing.
2) Whether the young person is likely to have needs for care and support (Care Act eligibility criteria).
3) If so, what those needs are likely to be.
4) The outcomes that the young people wish to achieve in their day-today life and how care and support can contribute to achieving them.

Financial Assessment and Charging

1) Adult social care isn’t automatically provided for free, unlike health care or education.

2) Following your Care Act Assessment, the young person will be offered a financial assessment along with advice about any welfare benefits that could be available to them to help pay for their care. The assessment looks only at the young person’s income, not the whole family’s.

Financial Assessment and Charging

3) How much you have to pay towards the cost depends upon your personal financial circumstances.

4) Some people pay the standard charge for the service they receive, whilst others pay a part of the cost, and some make no financial contribution at all.

5) A person with capital above the upper threshold (£23,250.00) will be deemed to be able to afford the full cost of their care.

Services available in adult social care

- **Day activities** e.g. Link Up, Community Furniture Project, InteraKt, Thrive, Growing2gether
- **Respite** e.g. Baily Thomas House, Shared Lives, PA supporting at home
- **Direct Payment**
- **Supported Living and residential care**
- **Carers grant**

Other areas for consideration

- **Mental Capacity Assessment**
- **Deputyship, Lasting Power of Attorney, Appointees**
- **CHC checklist/assessments**
- **West Berkshire Parents and Carer Forum**

- Transitions guide
- Transitions referral form
- Financial Assessment and Charging Form

Final Thoughts – Moving Forward Together

1) Our role is to work alongside young person, families and the wider team to make that journey as positive, smooth and meaningful as possible.

2) By working together, listening to what matters most to them and building on individual strengths, we can help create opportunities for growth, independence and confidence.

3) We're here to listen, support and work with you every step of the way because the best outcomes happen when we work together.

Together, we can make a difference.

Questions ?

Preparing for Adulthood

Louise Mole, Team Manager Learning Disabilities and Neurodiversity Team (LDN) Team, ASC Reading

Andrea Rodrigues, Learning Disabilities and Neurodiversity Team, ASC Reading

Preparing for Adulthood

Information for Parents and Carers

What is Transition?

Moving from children's services to adult services and planning for a fulfilling adult life.

In Adult Social Care, transition most commonly describes the period when a young person moves from **Children's Services to Adult Services**, usually from age 14 onwards, with formal planning taking place before they turn 18. The aim is to ensure that support continues smoothly and that the young person's needs, wishes, outcomes, education, health, housing, employment, and social care arrangements are planned for in advance. The key purpose of transition planning is to promote continuity of care, independence, wellbeing, and positive long-term outcomes.

Transition Journey: Ages 14-25

- Age 14-15: Preparing for Adulthood planning begins.
- Age 16-17: MCA applies, independence and life skills develop.
- Age 17-18: Transition assessment and adult service planning.
- Age 18: Adult social care responsibilities commence where eligible.
- Age 19-21: Education, employment and independence develop.
- Age 22-25: Long-term adult support and community inclusion.

1. Early Preparation (Ages 14 to 16)

- The young person begins to think about their future as an adult.
- Discussions focus on aspirations, education, employment, independent living, health, and social relationships.
- Professionals identify any likely future care and support needs.

2. Transition Assessment and Planning (Ages 16 to 18)

- A **Care Act transition assessment** may be completed if the young person is likely to have needs for care and support after turning 18.
- Adult Social Care, health services, education providers, and families work together to develop a transition plan.
- Funding, accommodation, support arrangements, and future services are explored.

3. Transfer to Adult Services (Around Age 18)

- Responsibility moves from Children's Services to Adult Services.
- Adult care and support arrangements commence.
- Services should transfer seamlessly to avoid gaps in support.

4. Settling into Adult Services (Age 18+)

- The adult support plan is reviewed to ensure it meets the person's needs and outcomes.
- Adjustments are made if circumstances change.
- The focus is on maximising independence, wellbeing, choice, and control.

Key Areas Considered Throughout Transition

- Health and healthcare
- Education, training, and employment
- Housing and accommodation
- Community participation and relationships
- Independent living skills
- Advocacy and decision-making
- Care and support needs
- Carers' support needs

The overall aim is to ensure the young person experiences a **planned, coordinated, and person-centred move into adulthood**, rather than a sudden change in services at age 18.

Preparing for Adulthood Areas

1. **Employment, Education and Training**

- Developing skills for work and lifelong learning.
- Accessing further education, apprenticeships, volunteering, and employment opportunities.
- Building confidence, independence, and career aspirations.

2. Independent Living

- Developing skills for everyday life, such as budgeting, cooking, shopping, and managing a home.
- Exploring future housing and support options.
- Maximising choice, control, and independence.

3. **Good Health**

- Supporting physical and mental health needs.
- Promoting healthy lifestyles and wellbeing.
- Planning the transition from children's health services to adult health services.

4. **Friends, Relationships and Community Inclusion**

- Building and maintaining friendships and relationships.
- Participating in community activities, hobbies, and social networks.
- Developing social skills and reducing isolation.
- Understanding rights, responsibilities, and staying safe.

These four domains should underpin all transition planning from Year 9 (age 13-14) onwards to ensure young people are supported to achieve the outcomes that matter most to them as they move into adulthood.

Adult Social Care and the Care Act

A transition assessment helps identify likely adult care and support needs and plan ahead.

Under the **Care Act 2014**, transition refers to the period when a young person, young carer, or child of a carer is moving towards adulthood and may require adult care and support.

Under the **Care Act 2014**, transition refers to the period when a young person, young carer, or child of a carer is moving towards adulthood and may require adult care and support.

Key Care Act transition duties include:

1. Identifying Future Needs

The local authority must consider whether a child or young person is likely to have needs for care and support after turning 18.

2. Transition Assessment

A transition assessment should be completed where it would be of **significant benefit** to the young person, young carer, or child carer. The assessment should:

- Be person-centred.
- Consider desired outcomes and aspirations.
- Involve the young person and those important to them.
- Consider current needs and likely adult needs.

3. **Planning for Adulthood**

Assessments should support the four **Preparing for Adulthood** outcomes:

- **Employment, education and training**
- **Independent living**
- **Good health**
- **Friends, relationships and community participation**

Developing Adult Support Arrangements

Where eligible needs are identified, Adult Social Care should plan future care and support, including:

- Accommodation options.
- Personal budgets/direct payments.
- Day opportunities, education, training, or employment support.
- Health and community support services.

5. **Transfer to Adult Services**

Children's Services should not simply stop at age 18 until Adult Services have arrangements in place. The aim is to ensure continuity of support and avoid gaps in care.

Care Act Principle

The Care Act requires local authorities to take a **proactive and timely approach** to transition, focusing on wellbeing, independence, choice, and achieving the outcomes that matter to the young person as they move into adulthood.

Who May Be Eligible?

Young people likely to have care and support needs after age 18

Under the **Care Act 2014**, a young person may be eligible for support from Adult Social Care if:

- They are **likely to have needs for care and support after the age of 18**.
- A **transition assessment** indicates that they are likely to meet the adult eligibility criteria.
- Their needs arise from a **physical or mental impairment or illness**, including learning disabilities, autism, mental health conditions, sensory impairments, or physical disabilities.

- As a result of those needs, they are **unable to achieve two or more specified outcomes**, such as:
  - Maintaining personal hygiene.
  - Managing nutrition.
  - Using the home safely.
  - Maintaining relationships.
  - Accessing work, education, training, or volunteering.
  - Making use of community facilities and services.
  - Carrying out caring responsibilities for a child.
- The impact on their wellbeing is, or is likely to be, significant.

Who May Be Eligible for a Transition Assessment?

- A **child nearing adulthood** who is likely to have care and support needs after 18.
- A **young carer** who provides care and may have support needs after 18.
- A **child's carer** (for example, a parent caring for a disabled child) who may have support needs when the child reaches adulthood.

The local authority must carry out a transition assessment where there is a likelihood of future needs and the assessment would be of **significant benefit** to the individual. The assessment should focus on the person's strengths, aspirations, outcomes, and preparation for adult life.

Mental Capacity Act 2005

From age 16 decisions should be supported. Capacity assessments are decision specific.

The **Mental Capacity Act 2005 (MCA)** provides the legal framework for making decisions on behalf of people aged 16 and over who may lack the mental capacity to make specific decisions for themselves.

The 5 Statutory Principles

1. **Presume capacity** unless proven otherwise.
2. **Support individuals to make their own decisions** before concluding they lack capacity.
3. **People have the right to make unwise decisions**.
4. Any decision made on behalf of someone lacking capacity must be in their **Best Interests**.
5. Choose the **least restrictive option** that achieves the intended outcome.

Two-Stage Capacity Test

A person lacks capacity if:

1. They have an impairment or disturbance in the functioning of the mind or brain; and
2. They are unable to:
    1. Understand relevant information.
    2. Retain that information long enough to make a decision.
    3. Use or weigh that information as part of the decision-making process.
    4. Communicate their decision by any means.

Key Points

- Capacity is **decision-specific** and **time-specific**.
- Assessments should focus on the particular decision that needs to be made.
- If a person lacks capacity, decisions must be made in their **Best Interests**.
- The MCA promotes autonomy, choice, and independence wherever possible.

Links to Adult Social Care

The MCA is commonly used when assessing a person's ability to make decisions about:

- Accommodation.
- Care and support.
- Finances.
- Medical treatment.
- Relationships and contact.
- Managing risks in daily life.

The MCA works alongside the **Care Act 2014** to ensure individuals are supported to make decisions wherever possible and protected when they are unable to do so.

Housing and Support Options

Family home
supported living
shared lives
residential care
community support

Education, Employment and Community Opportunities

College
 apprenticeships
 volunteering
 supported employment
community activities

How Families Can Help

Promote aspirations, support independence, attend reviews and work with professionals

Useful Tips

Start planning early, ask questions, keep outcomes central and seek support when needed

Young Person (YP)

- The young person should be at the centre of all planning and decision-making.
- Their views, wishes, feelings, strengths, and aspirations should guide the transition process.
- Information should be provided in a way they can understand.
- They should be supported to participate as fully as possible in assessments and planning.
- Consider advocacy if they have substantial difficulty engaging in the process.

Parents and Carers

- Parents often play a key role in supporting the young person and providing valuable information about their needs.
- Their views should be listened to and considered alongside those of the young person.
- Parents may require information, advice, and emotional support as services change.
- The impact of caring responsibilities on parents should be explored.

Good Practice

- Be clear about the differences between Children's and Adult Services.
- Manage expectations early.
- Promote independence while recognising the family's expertise and concerns.
- Encourage collaborative working between the young person, family, education, health, and social care professionals.
- Ensure the young person's voice remains central, even where parents are heavily involved.

Key Message: Transition works best when professionals work in partnership with both the young person and their family, balancing the young person's right to independence with the important support and knowledge provided by parents and carers.

Transition is a planned process that helps young people move successfully into adulthood. By working in partnership with the young person, their family, and relevant professionals, and applying the principles of the **Care Act 2014** and **Mental Capacity Act 2005**, support can be tailored to promote independence, wellbeing, choice, and positive outcomes in adult life.

Any Questions

Thank you.

Happy for you to email me if you wish to discuss your YP.
Louise.Mole@reading.gov.uk

Reading Family Information Service and SEND Local Offer

Gill Seagrove, Reading Family Information Service Team

Team Reading

Reading Family Information Service & SEND Local Offer

Family Information Service-Maryam Makki

Statutory Guidance – This is the 'Law'



Childrens & Families Act 2014 &
Childcare Act 2006/2016

The Children and Families Act 2014 became law in March 2014.
Childcare Act 2006/2016- Section 12



Statutory framework for the Early Years Foundation Stage

Statutory framework for the Early Years Foundation Stage setting the standards for learning, development and care for children from birth to five. Published: July 2023



Special Educational Needs and Disability Code of Practice: 0 to 25

Special Educational Needs and Disability Code of Practice; 0 to 25 years.
Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.
January 2015

What is the Family Information Service



Family Information Service is a statutory service providing free individually tailored, impartial information, advice and guidance on any family matter. The service is available to any family member taking care of children or young people aged 0-19 years of age inclusive (up to 25 years for children and young people with SEND) as well as professionals working with families in Reading. The service is delivered by qualified staff in information, advice & guidance.

You can find here information on:

- **Social Groups, Leisure & Events**– Local clubs, activities, youth groups, sports, social opportunities, accessible events and ways to meet new people.
- **Support** (including link to national support) – Local and national services offering advice, information, advocacy, parent support and specialist SEND guidance.
- **Support with your Mental Health**– Information about emotional wellbeing, counselling, mental health services, crisis support and self-help resources.
- **SEND - Help with Finance**– Advice about benefits, Personal Independence Payment (PIP), Universal Credit, grants, budgeting and financial support available to young people and families.

























You can find here information on:

- Disability Grants – Helping you to find grants and funding for equipment, technology, education, transport, holidays, activities and other support needs.
- **Employment, Training & Further Education –** Information about colleges, apprenticeships, supported internships, employment support, careers advice and training opportunities.
- **Supporting the Transition Process** – Guidance on preparing for adulthood, annual reviews, moving to adult services, and planning for the future.
- **Independent Living** – Information about developing life skills, housing options, travel training, personal care, advocacy and living independently.
- **Day Services** – Adult day opportunities, community-based activities, skills development programmes and support services available after education.

shaw trust

RoutetoRecruit
Supporting the Journey to Employment

NEW MEANING TRAINING

Starting Point

STARTINGPOINT
Unlocking. Enabling. Releasing.

elevate
Helping you towards a Brighter Future

ACTIVATE LEARNING
READING COLLEGE

FEDCAP | Employment

Berkshire
Adult Autism Support Service
Autism Berkshire
Thames Valley NHS

Parenting Special Children

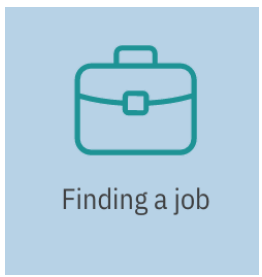
This guide will provide you with useful information to support young person's plans for the future.

Preparing for adulthood is a time when young people and their families are thinking about their hopes for the future.

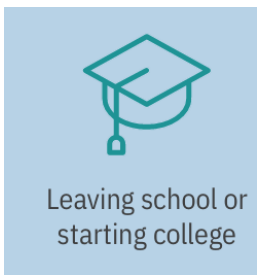
Planning for the future will involve the young person, you and other people that know the young person well from education, health, social care services or the voluntary sector.

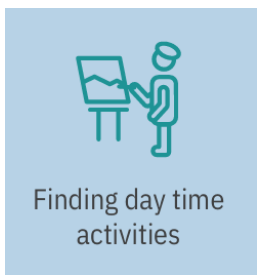
You may have questions or concerns about things like:

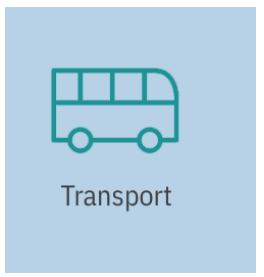










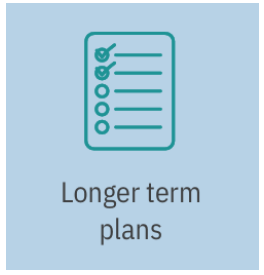






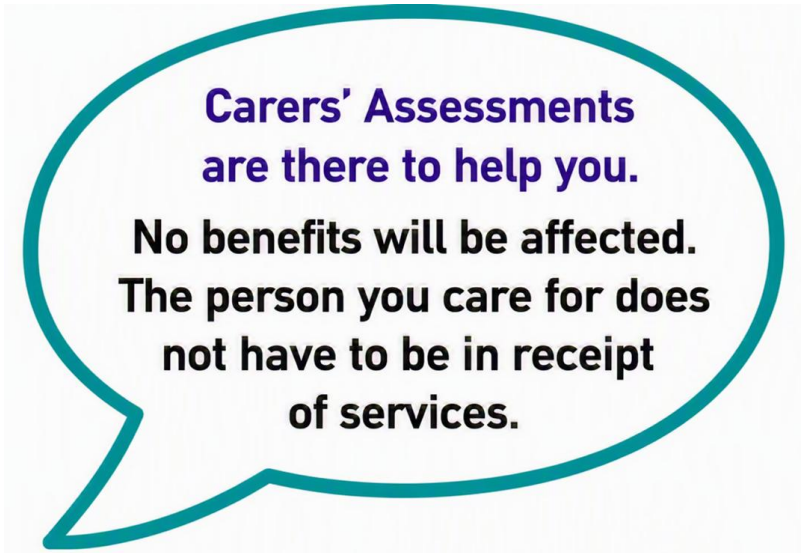


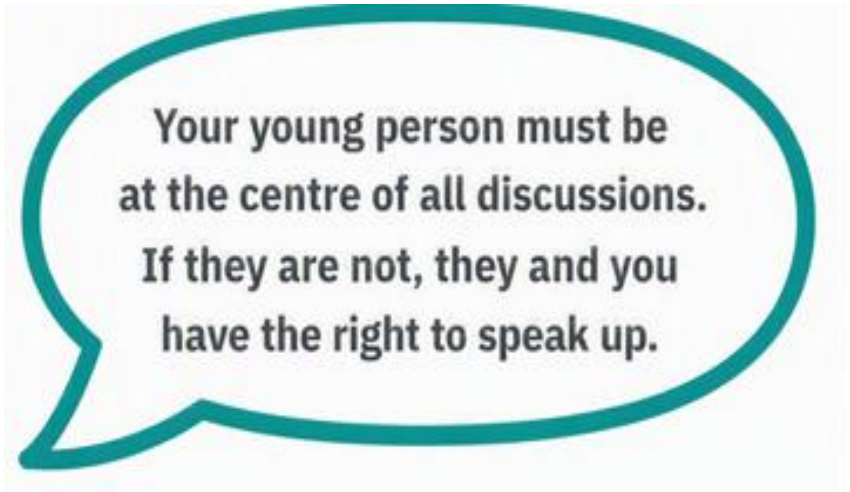




Preparing for Adulthood, an information guide for parents and carers:

preparing_for_adulthood_guide_for_parent_carers-final_small-december_2024.pdf









SEND Local Offer Newsletter



Reading Directory | SEND Local Offer – Newsletter

The SEND newsletter is published three times a year and includes blogs, key updates, and useful information for children and young people with SEND, their families, and professionals. Each edition brings together local news, services, events, and lived-experience blogs to help keep everyone informed, connected, and supported.

News & Information

- Holiday Clubs/Childcare
- Short Breaks/Respite
- Clubs, groups & Community Activities
- What's on/Events/Workshops
- Clubs & Services - Preparing for adulthood
- Family Support

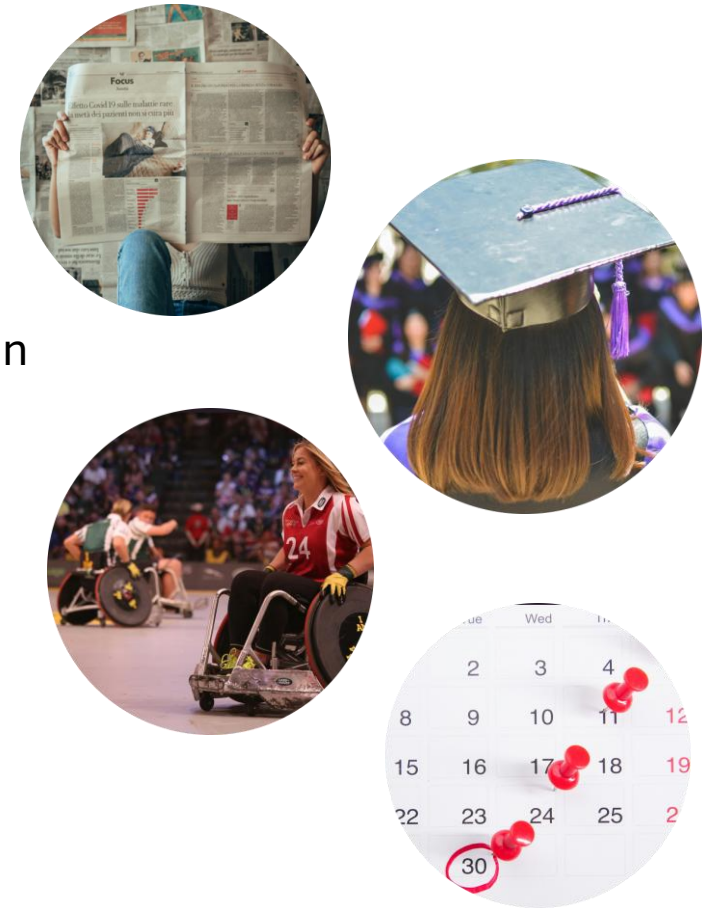
Access the SEND Local Offer 16+ Guide

Link to the SEND Local Offer 16+ Guide

Updated regularly with the latest information and opportunities.

Information on:

- News & Information
- Training, Employment & Further Education
- Clubs, groups & Community Activities
- What's on & Events



We Value Your Feedback!

Please take a moment to complete our short feedback form. Your views help us ensure we are meeting the needs of families across Reading.

FIS/SEND Local Offer Feedback Form: ***Family Information Service/SEND Local Offer Feedback Form***

You can also email localoffer@reading.gov.uk to provide feedback on the SEND Local Offer

More services can be found by visiting our Transition 16-25 area of the SEND Local Offer Reading Directory | Transition 16-25

this code to go to the feedback form!!

How to get in touch

Telephone: 0118 9373777 (opt 2)

E-mail: localoffer@reading.gov.uk

Website: www.readingsendlocaloffer.org

Reading SEND Local Offer - add to mailing list

Questions & Enquiries



Thank you for having me.



School Nurse Team: Annual Health Checks