



**WEBINAR
WEEK**

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Preparing for the Transition to Adulthood

Rachel Babbidge
Transition Support Coordinator
England

What does the transition to adulthood involve?



- The steps a person takes as they move into adulthood;
 - Leaving school
 - Starting further or higher education
 - Seeking employment
 - Independent living- seeking accommodation
- It isn't singular transition
- The transition process can often take place over several years
- Individual to the person-No one size fits all

The potential impact of poorly planned transitions



- Autistic people are 4 times more likely to be lonely compared to non autistic people and $\frac{3}{4}$ of autistic adults don't have any friends and/ or find it hard to make friends
- Fewer than one in four autistic school leavers stay in further or higher education
- 70% of autistic adults say that they are not getting the help they need from social services.
- At least **one in three** autistic adults are experiencing severe mental health difficulties due to a lack of support
- 77% of autistic adults want to be in fulltime employment but only 16% of autistic adults in the UK are
- Over 40% of autistic adults live at home with their parents,

Challenges and barriers during transition planning



- Lack of understanding and awareness by others involved
- Increased expectations
- Resistance to change
- New teams/ services
- Misconception of those with a high IQ
- Misconception of those with more complex needs
- Incorrect or lack of good information
- Feeling uninvolved in the process

Transition planning- Key concepts



- Transition must be Person centered
- Engage meaningfully with the autistic person
- Use the person's communication preferences
- Empower the person and their family with information
 - What is the process?
 - What duties do services and professionals have?
 - What are their rights and entitlements throughout?
- Explore the different options available
- Support to make a well-informed decision

Early planning is essential

Transition planning well in advance can ensure a smooth and positive experience and outcome.

Supporting an autistic person during the transition process



All transitions should be Person centred!

- Use the 'circle of support'.
- Consider what the person wants for *their* future and what matters to *them*.
- All Ideas and views should be listened too
- Specific goals that are positive and achievable can be identified.

Plans are live documents and **SHOULD** change and reflect the young person .

Strategies that can support transitions



Identify what is causing a person anxiety and support them to reduce this.

- Anxiety of new people/ staff
 - Work as a consistent and holistic team
 - One page profiles and visuals of new people
 - Can new support staff visit a person in a familiar environment?
 - Can new staff work with them prior to transition?
- Anxiety around changes happening
 - Early decision making and individual support strategies can help.
 - Opportunities to visit the new environment to meet staff and peers.
 - Use social stories™ or visual supports.

Options after year 11



- Sixth form
- College
- Specialist day/ residential college
- University technical colleges (UTCs) and studio schools
- Apprenticeship and traineeships
- Internship
- Work experience/ Volunteering (alongside part time studies)
- Higher education (university or equivalent)

Support options



- Residential homes
- Supported Living
- Day opportunities
- Outreach support
- Domiciliary care
- Buddy/ mentoring groups
- Social groups
- Short breaks/ respite
- Online support

Making a well informed decision



- Make a list of preferred and local services
- Speak with your social worker/ LA representative (if one is involved)
- Initial online research- visiting websites, OFSTED/ CQC reports
- Visit services/establishments and speak with staff
- Make a list of preferred option(s) book 2nd visits
- Evidence you and your loved ones choice
 - Why it is the best choice for them?
 - How does it best meet their needs?

Questions to ask?



- How much experience do the staff team have with supporting autistic people?
- Have staff attended autism specific training? If yes who provided the training and how long did it take to complete the training?
- Do staff seem keen to gain knowledge about the individual now and in the future? Are they able to work with current provision including attending annual reviews?
- How does the provision ensure they are person centred? How do they support people to achieve their outcomes?

Will the person be safe and happy here?

Accessing funding and support



- Social care
 - Community care assessment (children and adult)
 - Carers assessments
- NHS continuing Health Care assessment
- Disabled Students Allowance (higher education)
- Access to work
- Benefits
 - Personal independence payments
 - ESA
 - Carers allowance

Getting support from social services

- The Care Act entitles people who have care needs to an assessment
- Eligibility for support is based on identifying how someone's needs impact on their ability to achieve relevant outcomes, and how this affects their wellbeing
- For young people with an EHC plan, the assessment should be done as part of annual review at appropriate time
- For the young people without an EHC plan, an assessment can be requested from social services
- Local authorities have a responsibility to assess a carer's needs

The core purpose of adult care and support is to help people to achieve the outcomes that matter to them in their life.

Resolving disagreements- assessment



- Know your rights
- Keep a paper trail
- Look at your local authority complaints procedure
- Contact the LA firstly with concerns,
- Escalate through complaints procedure
- Ombudsman

Useful links



- [NAS Education Rights Helpline](#)
- [NAS Tribunal helpline](#)
- [NAS Exclusions helpline](#)
- [NAS helpline](#)
- [NAS Parent 2 Parent](#)
- [Disability Law Service](#)
- [Disability rights UK](#)
- [PBS support helpline](#)
- [Brain in Hand](#)

Further support



The Transition Support Helpline provides advice and support to young autistic people and their families on making the transition from school, further or higher education to adult life.

What we can do:

Offer information, advice and support by phone or email- explain rights and entitlements in relation to transition planning, including education, social security benefits and community care in England, Scotland, Wales and Northern Ireland

www.autism.org.uk/transitionsupport

**Thank you for
listening**