## **College applications:**

If you would like your young person to continue within education, you should begin the process of visiting colleges as soon as the beginning of Year 13. You should make applications to your chosen college(s) during the Autumn term that they are in Year 14. Your child's EHCP review will be held during the Autumn/Spring Term to assist this process. Your child can get a current prospectus for many local colleges from the Careers Lead – Miss Strugnell. Alternatively, you can contact the college directly or find their prospectus and application form online.

When you have completed the application form, we strongly advise that you bring the form to your child's EHCP review, to discuss or give a copy to your child's teacher. It is important that you apply for the correct courses based on your child's current attainment and predicted examination and accreditation results for when they leave us; and staff at school, will be able to advise on this.

## **College open days/evenings:**

All colleges hold open days/evenings. Please contact them directly to check times and dates and to make an appointment to see the special educational needs coordinator or head of faculty for learning support. You may find it helpful to take along a copy of your child's EHCP.

#### Hollywater School

Mill Chase Road Bordon Hants GU35 0HA

## Phone: 01420 474396 Email: adminoffice@hollywater.hants.sch.uk

## Other useful contacts

## Parkview Day services Telephone: 01420 82504

Manager: Stuart Vail

Deputy Manager: Tania Peckham 01420 82504

#### 51720 02507

## High Street Alton GU34 IEN

Park View Day Service provides specialist support to adults with complex needs to access community based activities that meet their needs and wishes. We identify outcomes with each individual based on factors such as likes / dislikes, being healthy and independence so that we can plan activities which meet these needs.

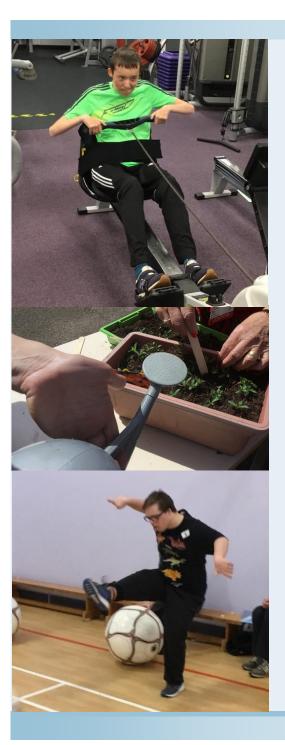
Activities undertaken include intensive interaction for people with limited communication, work experience, swimming, art, dance, music and bowling alongside outdoor activities such as shooting, archery, wall climbing and sensory walks.

All staff are trained in how to support people who have Autism and complex learning disabilities. This includes training in Skills for Care, Proact Scip UK, Makaton and Intensive Interaction. Park View Day Service is a purpose built facility which is fully accessible with changing facilities.

Referrals will need to come through the Independent Futures Team https:// www.hants.gov.uk/socialcareandhealth/ adultsocialcare/transition-to-adult

## **Connect to Support Hampshire**

Website: www.connecttosupporthampshire.org.uk/home





## FE Transition Information







## **Provider Information**

**Independent Futures Team** 

**Contact Name: Adult Services** 

Telephone: 0300 555 1386

Out of Hours - 0300 555 1373

E-mail: adult.services@hants.gov.uk

## Young Epilepsy Transition Support

Contact Name: Dawn Oliver

Telephone: 07825 188903

E-mail: doliver@youngepilepsy.org.uk

## Transition Information Network

Telephone: 020 7843 6000

E-mail: tin@ncb.org.uk

**Independent Lives** 

Telephone: 01903 219 482

E-mail: feedback@independentlives.org

# Hampshire Independent Futures

The team works with young people to increase their independence and plan for their future. They work with young people living in the Hampshire local authority area:

- who have significant disabilities and complex support needs and
- who need support to move into adulthood and
- who are eligible for adult social care support

The team supports young people to:

- have maximum choice in planning their own futures
- have a smooth transition from Children's services to Adult services
- develop skills to promote increased independence and fulfil their potential
- plan support to best meet their social care needs

## Assessment and support planning

Assessments involve working with the young person, and people who are important in their lives, to identify any care and support needs the young person may have after the age of 18. This will include aspirations and hopes for the future. The young person's consent to a referral and assessment is required. If they lack mental capacity to make the decision, a decision can be taken in their best interest by a group of skilled and experienced people (including carers). The assessment will take place at a time that works best for the young person. This may be as early as age 14 but will often be at age 16 or 17.

If the young person is assessed as having eligible needs, the team will plan with the young person how to meet these needs. This may not always result in funded services but may help identify support from friends, family and local community resources. Because the legal frameworks are different in Children's services and Adults service, some young people have support from children's services but are not eligible for adult services. Those young people who do not meet the adult eligibility criteria, will be signposted to alternative support and services.

## Advocacy

Anyone who has substantial difficulty in being involved in their assessment is entitled to help. If there is no appropriate person, they will be offered an advocate.

#### Eligibility for adult social care

Being eligible for adult social care support means that the young person's needs have been assessed and they have met the eligibility criteria stipulated within the Care Act 2014. Our eligibility page https:// www.hants.gov.uk/socialcareandhealth/ adultsocialcare/eligibility explains more and includes Easyread booklets.

## Carers

The Independent Futures Team also offers advice and assessments to:

- carers of young people who meet adult services eligibility criteria
- young carers if they are likely to be in need of support when they turn 18 years old

## Paying for adult social care

There is no charge for support directly from the Independent Futures Team. However, if care services are provided, the young person will usually be required to make a contribution towards the cost – following a financial assessment.