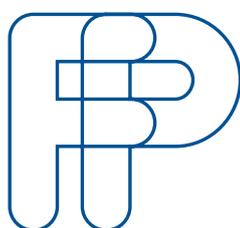
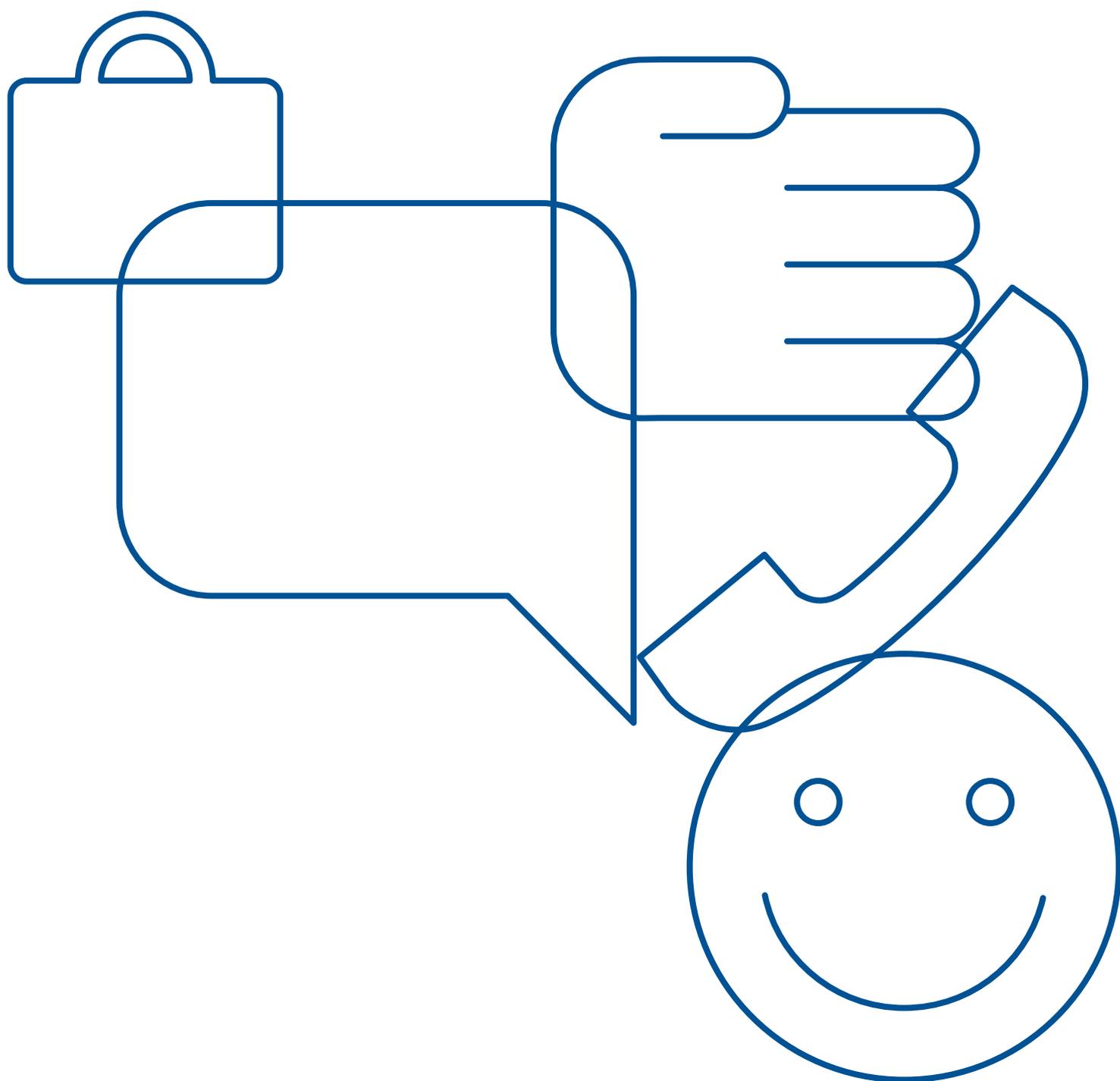


My kind of a future

A workbook to help young people with learning disabilities prepare for the future



**foundation for
people with
learning disabilities**

We would like to thank the following people for helping us write these guides. They are:

- Claire Addlington and the young people from Down's Syndrome Derby
- The young people from South East Wales Down's Syndrome Association and Julian Hallett from the Down's Syndrome Association
- The students at Newham College of Further Education
- Ros and Andrew Collinson
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These guides were written and designed by Jill Davies and Justin Pearce-Neudorf.

Photos used with permission from the young people in the photos and Photosymbols.



Cardiff Group



Derby Group



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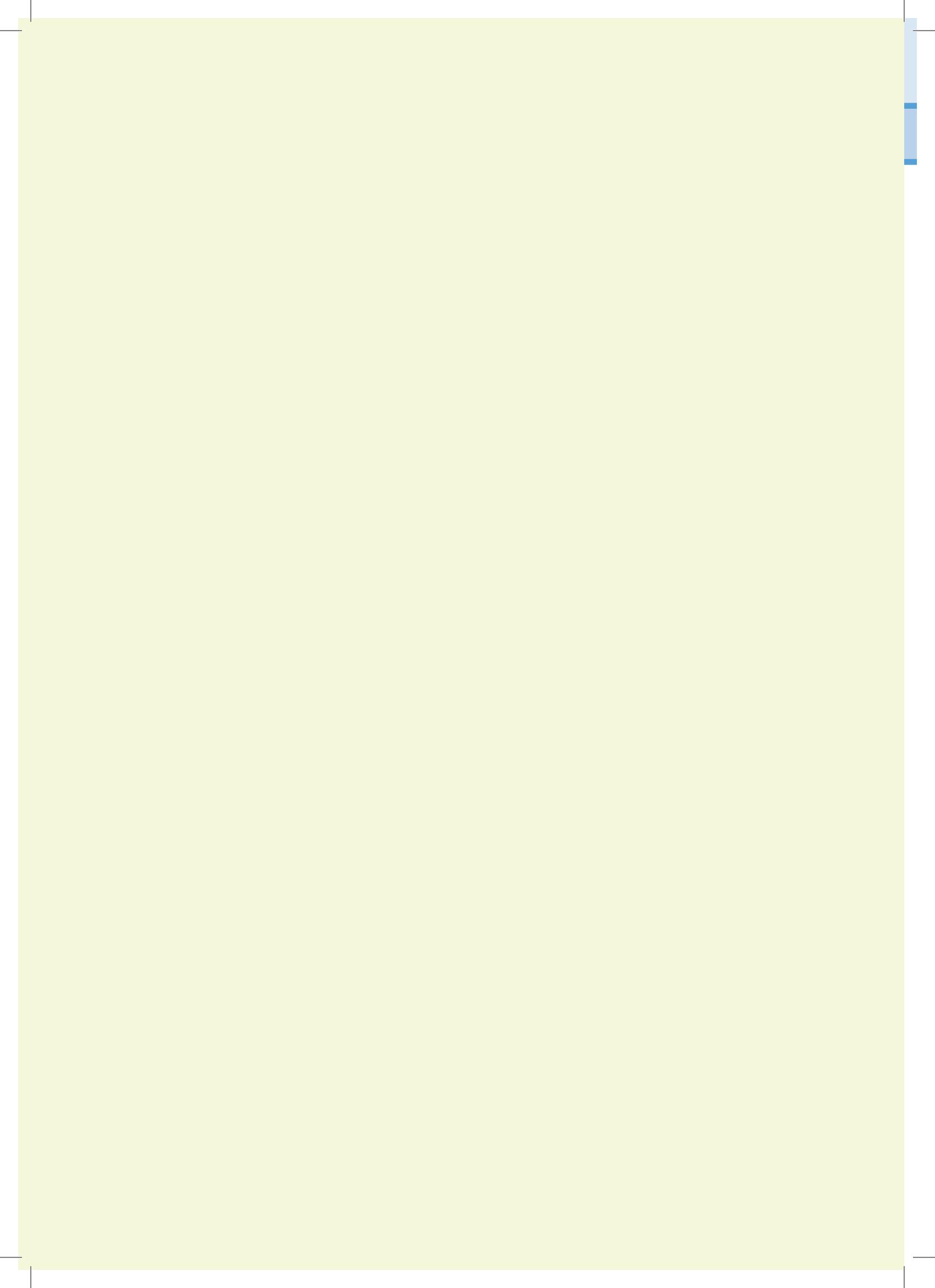
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Introduction



This book has information to help you think about what you want and the information you need to know about after you leave school or college.

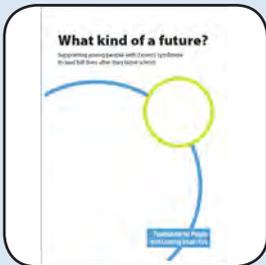
The information has been planned into eight different sections, they are:

- Person Centred Planning
- Staying healthy
- Getting ready for work
- Planning your own support
- Leisure and friendships
- Getting around
- Moving into your own home
- Looking after your money

All the sections include exercises so you can try things out. For example, in the Staying healthy section you can write down all the things you need to keep healthy, and in the Getting around section there are ideas of how you can start thinking about travelling on your own.



If you or your family or carers would like more information, you can find the following two booklets on our website (www.learningdisabilities.org.uk):



What kind of a future? Supporting young people with Down's syndrome to lead full lives after they leave school.



Prepared for the future? Information to prepare families when a young person with a learning disability is leaving school or college.

Person Centred Planning

Person Centred Planning is a way of planning your life the way you want it to be. It is good to do this because it gives you a chance to think about your plans for the next few years. Person Centred Planning means that:



- You are at the centre. You are supported to have people you know and care about help you plan for your future.



- Your plan shows what is important to you now and in the future. It shows your strengths and explains what support you need.
- Your family and friends will help you make your plan.



- Your plan is there to write down what you want to change in your life.

Over the next few pages are ideas to get you thinking about your Person Centred Plan. At the end of this section is an example of someone's finished Plan.

Circle of Support

When you start Person Centred Planning it is really good to have people who know you well to help you. This is called a Circle of Support.



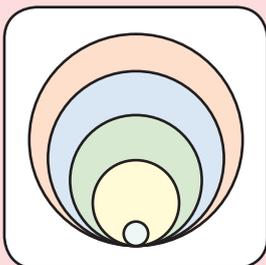
A Circle of Support is a group of people who come together to help you reach your goals. The people can be friends, family members, people you work with, neighbours or other members of your community.



Your Circle of Support will have regular meetings. You are the leader of these meetings and you decide what to talk about.



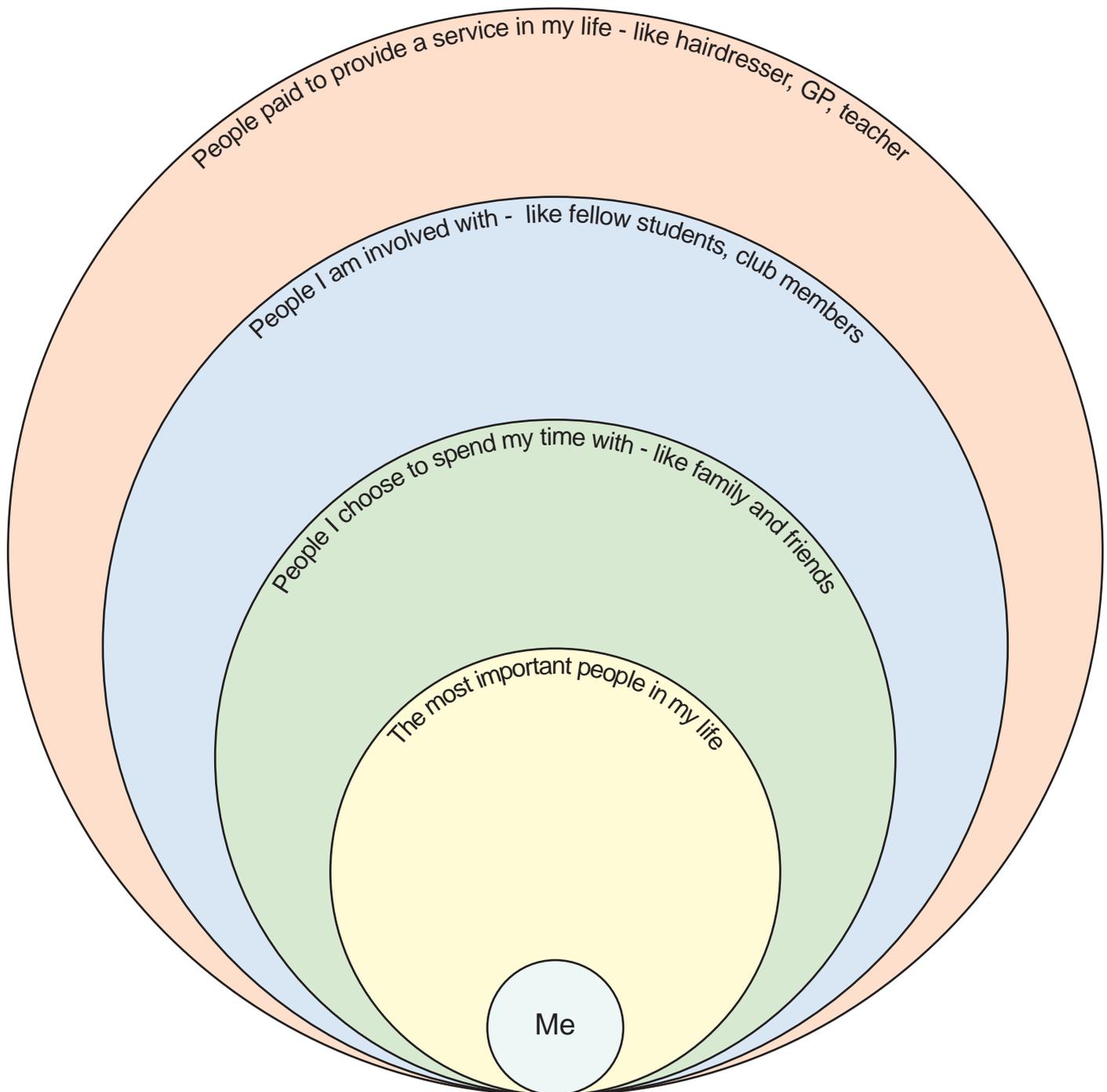
At every meeting the members of your circle will find out what is important to you and how they can make it happen. Together you will make a plan that will list the steps for you to reach your goals.



The first step to having a Circle of Support is writing down the people in your life who could be part of the circle. On the next page you can write down the important people in your life.

My Circle of Support

In the circles below, write out the names of people in your life. By writing down the people in your life, you will have a better idea of who might be part of your own Circle of Support.



My hopes and dreams for the next few years

2010						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Think about things you would like to do in the next year or two.

You can use pictures, symbols, drawings and words to fill in the next page.

You might want to...



Swim in the sea



Get a job



Go to college



See friends more often



See family more often



Learn to use the phone



Go on a holiday

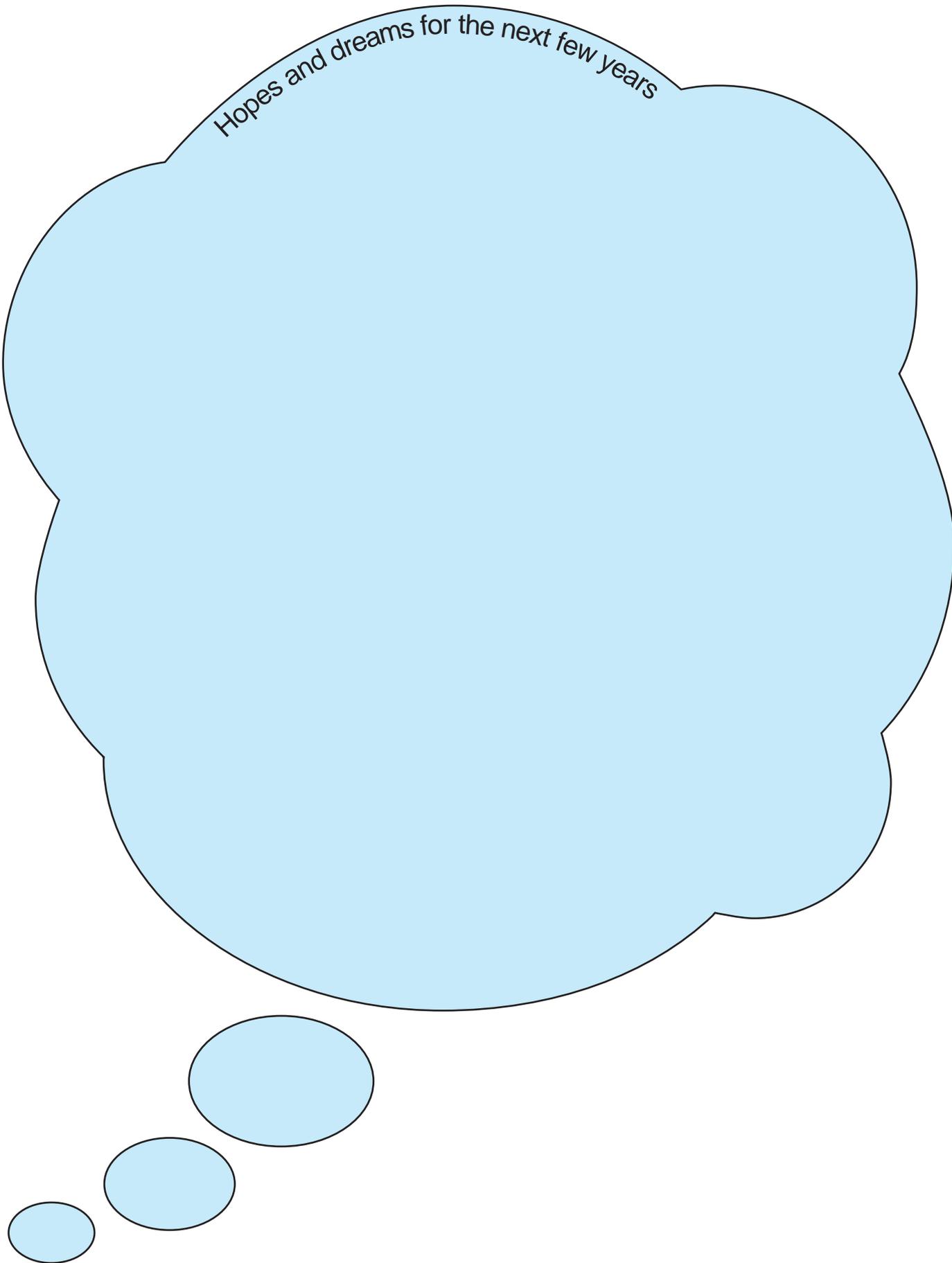


Learn to use the computer



Go to the theatre

Hopes and dreams for the next few years



My gifts: good things about me



Think about all the things you like about yourself.
You might want to think about:

- Things you are good at
- Things you like about yourself
- Nice things that people say about you.



Ask your Circle of Support what they think your gifts are. Fill in the box below with all the things that make you special.

Things I like and do not like



Think about all the things you like.



Think about the things you do not like.

You might want to think about:

- Food
- Things you do at home
- Things you do at school, college, work or other activities you do
- Places you visit with friends, family or other people.

Fill in the box below with all the things you like or do not like.



Things that are important to me



Think about all the things that are important to you.

You might want to think about:



- Living close to your family
- Staying in contact with old school friends
- Having support to take medication
- Having Sky TV so you can watch your favourite football team.

Fill in the box below with things that are important to you.

My Action Plan



Date this plan was made:



What do I want to change or happen?



What help do I need?



Who will do it?



When will it be done by?

My Action Plan



Date this plan was made:



What do I want to change or happen?



What help do I need?



Who will do it?



When will it be done by?

Example of a finished plan



There are many ways to learn...

- **E**xperience
- **R**eflection
- **A**pplication
- **T**eaching others

Being successful in learning involves...

- **E**ngaging in the learning process
- **R**eflecting on what you have learned
- **A**pplying your learning to new situations
- **T**eaching others to help you learn

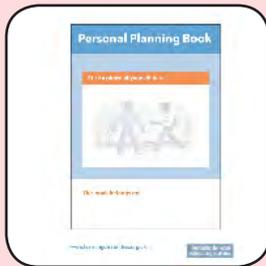
Learning is a process...

- **E**ngaging in the learning process
- **R**eflecting on what you have learned
- **A**pplying your learning to new situations
- **T**eaching others to help you learn

Learning is a process...

- **E**ngaging in the learning process
- **R**eflecting on what you have learned
- **A**pplying your learning to new situations
- **T**eaching others to help you learn

More information for young people about Person Centred Planning



- You can download:
 - My Personal Planning Book
 - What is a Circle of Support?
 - How Do I Start My Circle of Support?by the Foundation for People with Learning Disabilities at www.learningdisabilities.org.uk/publications



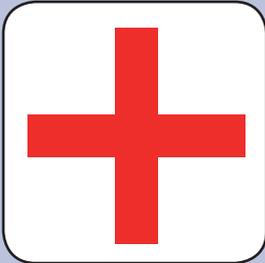
- There is a workbook, Listen to Me, which you can get off the Helen Sanderson Associates website www.helensandersonassociates.co.uk/media/12627/listen%20to%20me%20workbook.pdf



- There is a website designed, planned and run by people with learning disabilities to help others stay in control of their lives www.handsoffmyplan.co.uk
- See the Trans-Active website for help with making plans www.trans-active.org.uk/teenz/index.htm

If you would like more help with your Person Centred Plan, find out if there is a Person Centred Planning Co-ordinator working where you live. Ask your family, care manager or teacher to help you find this out.

Staying Healthy



As you grow up you need to think about staying healthy. If you look after your health you have a better chance of living longer, not taking time off college or work and not going into hospital.



When you feel unwell you need to see your local doctor, often called a GP.



Some people have extra health problems so you may see other doctors too. For example:

- if you have epilepsy, you may see an epilepsy specialist called a Neurologist
- if you have heart problems, you may see a Cardiologist
- if you feel sad or worried about things, you may see a Psychiatrist or a Psychologist.

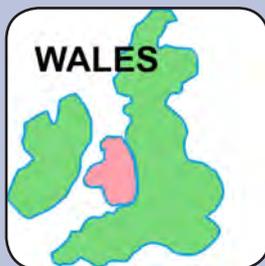


It is really important to keep notes about your health. It is also important to visit your local doctor (GP) once a year so that they can keep an eye on your health.

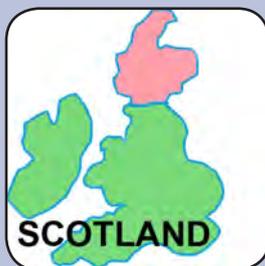
In this section we have information on how to stay healthy. There are some forms for you to fill in about your own health needs.



If you live in England, people with learning disabilities should have a check-up with a GP once a year. You should have a Health Action Plan too. This is a record of what your health needs are. Also, lots of hospitals have Health Liaison Workers who can support you if you need to go into hospital.



If you live in Wales, your GP will give you a health check-up once a year.



If you live in Scotland, your local NHS Board should offer health check-ups for people with learning disabilities.

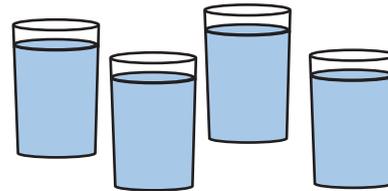


If you live in Northern Ireland, there should be a specialist nurse to support you if you go into hospital.

Top tips to be healthy



Eat 5 portions of fruit or vegetables every day.



Drink lots of water every day.



30 minutes of exercise every day.



Having a waist size less than 32 inches (women) or 37 inches (men).



Not smoking.



Not drinking more than 2 alcoholic drinks per day.



Go for regular health checks.



Keep notes of your health.

Tops tips to stop you feeling down



Do something you are good at.



Keep in touch with friends and family.



Take time to relax.



Help others.



Keep calm.



Sleep well. 8 hours is best!



Talk about your feelings.



Ask for help when you need it.

My health details



Here you can keep notes of important health information, including the names of any doctors that you use.

My NHS number:

My GP's name, telephone number and address:

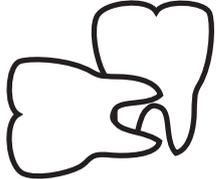
Name, dose and time of medicine or tablets I take:

Names of other doctors or health professionals I use:

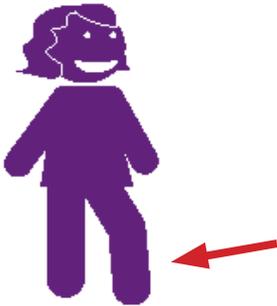
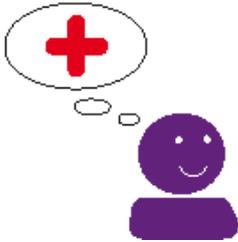
My own health needs

I have...	Yes/No	Details...
 <p>Allergies</p>		
 <p>Asthma</p>		
 <p>Diabetes</p>		
 <p>Epilepsy</p>		
 <p>Thyroid Condition</p>		
 <p>Heart Condition</p>		
 <p>Mobility Needs</p>		
<p>Other...</p>		

My own health check record

I went to...	Date
 <p data-bbox="377 959 770 1053">my doctor for a health check.</p>	
 <p data-bbox="389 1460 758 1554">my dentist to get my teeth checked.</p>	
 <p data-bbox="377 1954 799 2048">have my eyes tested at the opticians.</p>	

My own health check record

I went to...	Date
 <p>have my hearing tested.</p>	
 <p>have my leg checked.</p>	
 <p>see someone about feeling sad or worried about things.</p>	

More information on staying healthy



For Easy Read information about health visit:
www.easyhealth.org.uk
www.advocate4health.org.uk



For Easy Read information about health action plans visit:
http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4079645.pdf

Getting Ready for Work



When you are at school or college you may start to think about getting a job. Lots of young people with learning disabilities say that having a job is really important to them. This section includes:



- Ideas to help you think about what work you may like to do based on your skills and past work experience.



- Ideas on what to put in a CV. CV stands for curriculum vitae and it is a record of all the schools/colleges you went to, your qualifications, work experience, past jobs and your hobbies



- Where to go if you would like to get a job.



- Helpful hints on what to do if you have been called for an interview.

Thinking back to school or college

What subjects did you enjoy? What else did you enjoy doing? What are you interested in?

Fill in the box below.

Here are some examples...



Art



Computers



Drama



Reading



What kind of jobs might you like to do?

Write them in the box below.



What experience or qualifications do you need for these kinds of jobs?

Write them in the box below.



Where might you get these skills or qualifications if you don't already have them?

Write them in the box below.

What is a CV?



When someone applies for a job or a volunteer position they use something called a CV to tell the person they are applying to about themselves.

The information you put on a CV should include things like:



- your address
- an introduction about who you are
- what kind of job you want
- your education
- any work experience you have
- any volunteer experience you have
- your skills and qualifications
- your hobbies and interests.



To help you with this we have given you an example CV on the next page.

After you have looked at this, use the blank CV to fill in your information.

Example CV

Insert A. Name
123 Fake Street
London A12 3CD
Phone: 012 3456 7899

I am a hardworking and independent person with a good range of skills and experience. I want to work in a place where I can use all my skills and experience and help others.

Education:

Putney Centre College	1999 - 2001
Carshalton College	1997 - 1999
Croydon College	1995 - 1997

Work experience:

Administration Assistant 2005 - Present
Foundation for People with Learning Disabilities

- helping reception staff with the post
- assisting the marketing team with mailouts
- advising on Easy Read documents
- typing

Work experience, continued:

Administration Assistant 2002 - 2005
Office Angels Wimbledon

- taking care of the post
- in charge of timesheets

Skills and Qualifications:

- training in self-advocacy
- independent travel skills
- computer skills including Microsoft Office software
- timekeeping and note taking for meetings
- Duke of Edinburgh Bronze award
- B.TEC and Alliance Qualification achievement

Hobbies and Interests:

I am a member of a dance company that meets weekly. I am a big fan of football and other sports including cricket, tennis and wrestling. In my spare time I am also a keen photographer.

Address and introduction



Let's start with your name and contact details.



Thinking back to earlier in this section, what kind of work are you interested in doing?



Use this section to say who you are and why you are interested in a certain kind of work.

Education



In this section you want to write out what education you have.



You should include the names of the schools and colleges and when you went to them. You should also write down the subjects you took.

Work experience



In this section you want to write out what work or volunteer experience you have.



You should include the names of where you worked, when you worked there and what kind of jobs you did.

Skills and qualifications



In this part write down the skills and qualifications you have.



This could be specific computer skills, for example, or awards that you have been given.

Hobbies and interests



Finally, write down any hobbies or interests you have that might be of interest to someone you might work for.



You might have other important skills that you have not used in a job or volunteer role.

Where to go if you would like to get a job



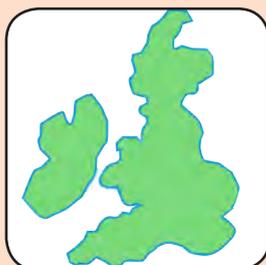
The following organisations should be able to help with getting a job:

- JobCentre Plus and the Disability Employment Adviser (DEA) in England
- Careers Scotland
- Careers Wales
- Careers service in Northern Ireland.

Supported employment organisations



These are local organisations, run either by a voluntary body or the council that can offer advice and support in getting a job.



To find employment support organisations where you live:

- in England, contact BASE at www.base-uk.org.
- in Wales, contact ASEA at www.learningdisabilitywales.org.uk/supported-employment-networks.php
- in Northern Ireland, contact NIUSE at www.niuse.org.uk
- in Scotland, contact SUSE at www.susescotland.co.uk

Workchoice



The government has set up a new service, Workchoice, in 2010 to help disabled people get jobs. This will replace the help you can get from Workstep.



Access to Work programme

This is money for disabled people to get help with equipment, changes in the workplace or a support worker.

Helpful hints for an interview



If an employer wants to know more about you, they will ask you to come for an interview. At an interview the employer will ask questions about you and tell you about the job.

Here are some helpful hints for an interview:



- Check where the interview will happen – do you need a map or support to get there?



- Prepare some questions to ask about the job at the interview. Think and plan for some of the questions they may ask you.



- Dress well and make sure you are clean and your hair is tidy.



- Remember to bring your CV and qualifications and certificates with you.

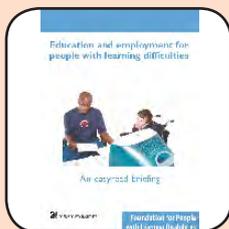


- Turn your mobile phone off during the interview.

More information on getting ready for work



Moving into Work, download at:
www.niace.org.uk/research/HDE/documents/learners.pdf



Education and Employment for People with Learning Difficulties, download at:
www.learningdisabilities.org.uk/publications



You can get some booklets called:

- I can get a job: A step by step guide about how to get a job www.realroles.org/rrdocs/employmenticanget.pdf



- I want to work: A guide to benefits and work http://www.realroles.org/rrdocs/i_want_to_work_1.pdf

- You can work it out!: Supporting you into work www.realroles.org/rrdocs/employmentyoucanworkitout1.pdf



Look at the websites of:

- Moving on up!
www.movingonup.info/en/learning-working
- British Association for Supported Employment
www.base-uk.org.uk

Planning Your Own Support



Once you leave school or college you can ask for an assessment by your council. A care manager will come and see you and ask about what help you need day to day (this is called an assessment).



The care manager then takes this information to a group of people who make big decisions at the council. If the council thinks you need support, this section gives useful advice on how to plan your support.



The government wants you to have more choice about your support. If your council agrees that you need support, they should tell you how much money can be spent on your support. They should ask you about the kinds of support you want. You can decide whether to get support from the council or whether you would like to use the money you get on your own support.



The money is usually called a Direct Payment or Personal Budget. It means you can choose what support you need and when you want that support. If you choose this option, in this section we have some ideas to help you think about what you want to do with the money and who can support you.



You may also get some support if you are still at college. This means you can employ a Personal Assistant who will help you if you need support to get out or if you need help at home.



If you want to create your own support plan, it is really useful to look at your Person Centred Plan. The Person Centred Planning section in this workbook is a good start. In this section are some other things to think about when planning your support.

For more detailed information on getting your own support, check out *Prepared for the future?* mentioned at the beginning of this workbook.

Catherine's Story

After Catherine's sister left home she had no-one her age to take her shopping or to go out with in the evening.

Her mother had a carer's assessment and was given money, called a Direct Payment, from Social Services. This meant that Catherine could have 6 hours of support each week.



Catherine and her mum interviewed a number of young people and Catherine decided who she liked best. Now she employs a young student to do fun things with.

Planning your support

What do you enjoy doing?

How would you like to spend your time?

Here are some examples...



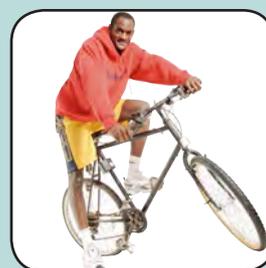
Art



Seeing friends
or family



Shopping



Sports

A large empty rounded rectangular box for writing or drawing.

When might you need support?

Maybe around the house or when you go out?

Here are some examples...



Cooking



Seeing friends
or family



Going out



Taking tablets

A large, empty rectangular box with rounded corners, intended for users to write their own examples of when they might need support.

How to interview for a personal assistant

If you have been given money from the local authority and you want to use it to employ your own staff, here are some ideas to help you get started.

Who do you want to employ?



- Think about the age of the person or team of people who will be supporting you.



- Do you want a man or woman or both? If you need someone to help you with washing, then you may want someone of the same sex as you.



- Do you want to go clubbing or do sports? If so, think about hiring a young person for these tasks.



- Do you want to learn things? If so, perhaps there are retired teachers or student teachers who may be interested in helping you.

How much money have you been given?



- If you have lots of money, you may want to hire a few people. If someone is ill, you might want other people who could work extra.
- People bring different skills, so you may not want all your team being the same age or with the same interests.

Where to advertise?



- Colleges of further education.
- Hospitals (for student nurses and doctors).
- Schools (for student teachers).
- The local leisure centre or athletics club if sports is your interest.
- Do you have neighbours who are interested?

Safety



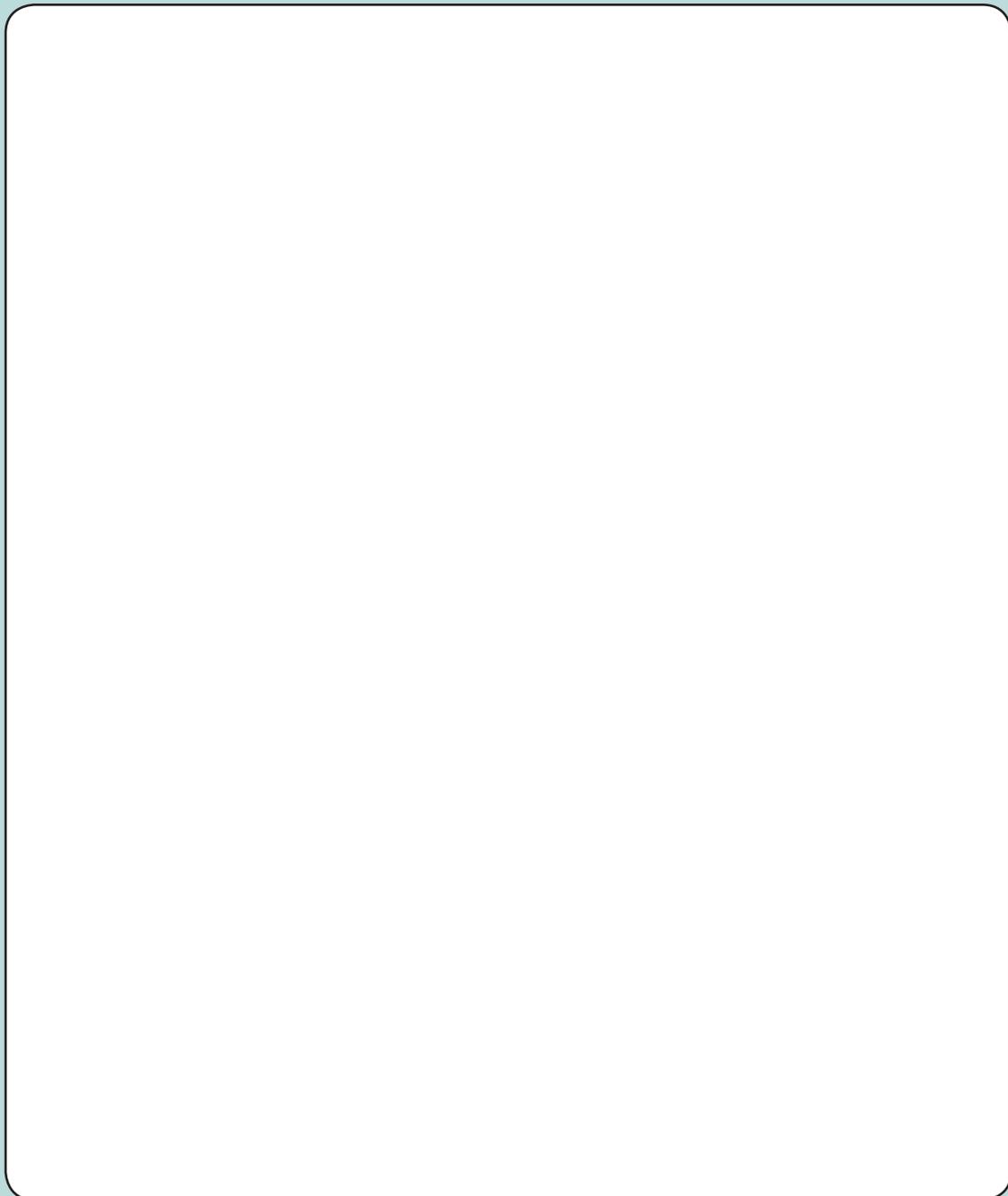
- Any Personal Assistant should get a CRB check (criminal records bureau check) from the police. This means that they have not been in trouble with the police.
- If you are going to have someone drive your car, they must have an up to date driving licence and be insured.

Here are some example questions you may want to ask the person being interviewed:

1. Why are you interested in this job?
2. What experience do you have in supporting someone?
3. What do you like to do to have fun?
4. I may need support to go out in the evenings and this will mean staying up late. Are you okay with this?
5. What would your friends or colleagues say are the best things about you?
6. Do you have a driving licence and would you be willing to drive my car?

What questions would you want to ask someone you are interviewing?

Write them below and you can use them later or add drawings or photographs to remind you of the questions you want to ask.



More information on Direct Payments



You can download An Easy Guide to Direct Payments: Giving you the choice and control from the Department of Health website:
http://webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4097398.pdf



You can download An Easy Guide to Direct Payments in Scotland: Giving you choice and control over your social work services from the Scottish Consortium for Learning Disability website:
http://www.sclld.org.uk/sites/default/files/publications/file_78_An_easy_guide_to_direct_payments.pdf



Visit the In Control website for more information about planning your support at:
www.in-control.org.uk

Keeping in Touch with Friends



Friends were important to all the young people we talked to. Often they made their friends at school, college, work, a day centre or at the clubs they go to.



Sometimes it was hard to keep in touch with friends, especially after they had moved on.



In this section there are some great tips about keeping in touch with your friends. There is also an address book to help you do this.

Making and keeping friends

It can be hard to make friends and to keep in touch with them. Many of the young people we talked to had help from their families. Here are some things you can do:



- Join a club or activity where you may make new friends.



- You may want to see if you can have a Direct Payment to pay for a Personal Assistant who can help you to keep in touch with old friends and make new ones.



- You may want to set up a Circle of Support.



- Contact your social worker or your Social Services department to find out if they have schemes to help people make friends.



- Find the best way for you to keep in touch with friends.

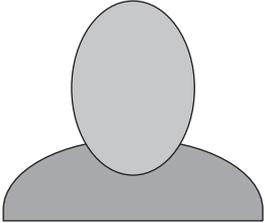
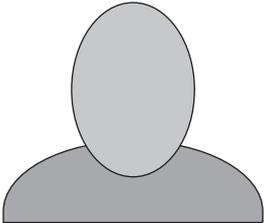
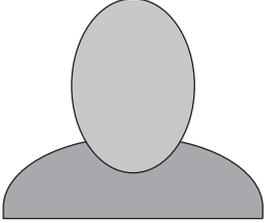
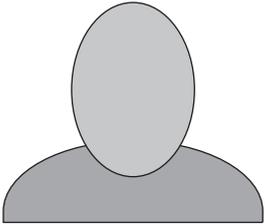


You may need help from your family or support staff. You may want help with using the phone or a mobile.

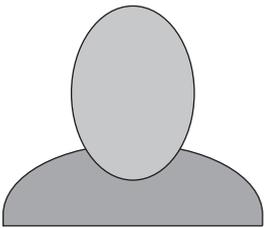
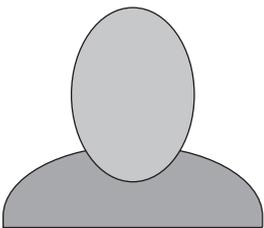
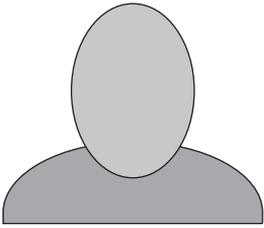
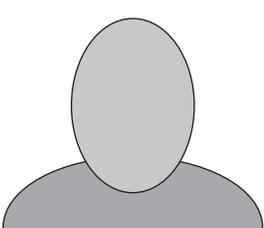


Not everyone likes texting, but you may want to learn about this from a friend or family member. Later in this section we have some tips to help you with this.

My address book

 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:

My address book

 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:
 <p>Picture</p>	Name: Phone: Email: Address:

Keeping in touch with friends and family

There are different ways you can keep in touch with your friends and family.



Some people like to keep in touch using a phone to call or text their friends.



Some people use a computer and like to email or instant message their friends and family.



You can also keep in touch with friends by writing letters. This takes longer, but can be a lot of fun too!



No matter which way you keep in touch, it makes sense to be safe. On the next few pages there are some tips for keeping in touch and staying safe too.

Keeping safe on the Internet



The Internet is a real community of people who are connected by computers, so treat people that you don't know on the Internet as strangers that you might meet in a street.



Do not give out any personal information related to your family, friends or yourself like full names, addresses, telephone or mobile numbers or those of your parents.



Never agree to meet someone in real life who you have met through the Internet without talking this over with someone you trust (such as your parents, teacher or carer).



Remember that someone you are chatting to on the Internet may not be who they say they are.



Do not fill out forms online without talking to your parents, teachers, carer or friends you trust.



Do not open an email from someone you do not know. It might have viruses that can damage your computer or it may have information in it that can upset you.



Never send pictures of yourself or any other personal material to a friend you met online without talking to your parents or someone else you trust.



Always tell your parents or teachers if you come across information on the Internet which makes you feel uncomfortable, or if someone on the Internet gives you a hard time or threatens you.



Never reply to rude or threatening messages which make you feel uncomfortable. Tell your parents, teachers or carer if you get messages like this.

Keeping safe on the telephone

Tips for staying safe on the telephone or when texting are much the same as for the internet.

- Never give out personal information about yourself.
- Don't meet with someone you don't know who you've just met on the phone.
- Don't send pictures of yourself to someone you don't know or have just met online.
- If you ever receive threatening or rude messages, do not reply to them and tell your parents.

Getting Around



As you get older you may want to start travelling by yourself. This could be walking to the local shop or post-box, or learning to use the bus or train to go to college or work.



There may be a travel training scheme based in your area – they have people who can teach you how to get to school, college or work (see end of this section for more information). If there is not a scheme in your area ask your family if they can support you in learning how to travel on your own.



The most important thing is to tell your parents or support workers your plans. Get an adult to help you.



If you feel ready to start travelling by yourself, this section gives you ideas of what you can do and some exercises to get you thinking about travelling safely.

Being safe

Everybody has a set of senses that act as safety tools on your body. You use these tools all the time and they are very important when you are outside. Your five senses (see below) all keep you safe in different ways. When you are out they will help to prevent accidents.

Using your five senses quiz



- A. I use my eyes to see.
- B. I use my ears to hear.
- C. I use my nose to smell.
- D. I use my mouth to talk.
- E. I use my hands to touch or wave.

Match up the five senses with what they do:

- E Press traffic light
- C Smell a fire
- Look for a pedestrian crossing
- Ask where the bus stop is
- Look for landmarks on a journey
- Listen out for emergency sirens (police, ambulance)
- Tell driver what stop you want to get off at
- Can signal the bus to stop
- Smell burning rubber from tyres
- Look for traffic when crossing road

Travelling: what would you do?

On the next two pages are examples of problems you may come across when using public transport. You may find it useful to read these with your family or teacher and write down the answers.



You're on the bus home when you realise you left your backpack at college. The key to your house is in the backpack.

What do you do?



The bus you are on is going to the cinema where you will watch a film with a friend. Halfway there, the bus breaks down.

What do you do?



On a bus going to the shopping centre you notice that none of the things around you look familiar. You realise you got on the wrong bus.

What do you do?



The train you planned to take has been cancelled.

What do you do?



There is a football match in town and the road you would usually take to get to your bus stop has been closed.

What do you do?

Planning a journey: which comes first?



Number these steps (from 1 to 13) in the right order.

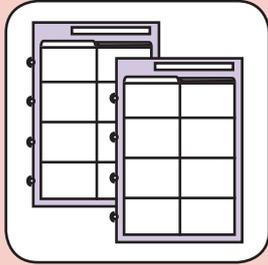
Read all the steps before you start.

- Get on the bus.
- Plan a different route.
- 1 Choose where you want to go.
- Choose your bus route.
- Check the bus number and name.
- Get off the bus.
- Sit down on the bus.
- Pay your fare.
- Arrive at your stop.
- Signal the bus driver to let you off.
- Wait for the bus in a safe, well-lit area.
- Watch for landmarks (things you recognise) along the route.
- Put your hand out to stop the bus going past you.

Planning a journey: example of a journey plan



The journey plan above should give you an idea of how a journey plan should work. You will want to include major steps in your journey like where to catch a bus, where you turn corners, or major landmarks that will remind you where you are.



In the next few pages we have included two blank journey plans. You can use them to describe the journey to somewhere and the other to describe how to get back. If you need more steps, you can add more pages onto the plan.



You can include pictures and words to help you describe all the steps of getting somewhere. Maybe this is a journey to work or college or somewhere else you would like to travel to on your own.



You may need support to help you plan your journey. This could be a member of your family or someone else you know very well. You may need someone with you when you practise this journey for the first few times.

My journey to:

Picture

Details

1

2

3

4

Picture	Details

My journey to:

Picture

Details

5

6

7

8

Picture	Details

My journey to:

Picture

Details

1

2

3

4

Picture	Details

My journey to:

Picture

Details

5

6

7

8

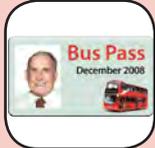
Picture	Details

Top tips for travelling safely

- Keep the following things on you and easy to get hold of:



- identification



- travel card or the correct fare



- money, including extra fare and change



- keys



- Know the address of the place you are going to



- Check out where station entrances and lifts are before you go



- Carry the telephone number and the name of the person you are meeting



- Plan a different route to your destination in case the bus or train is cancelled



- Pick out safety zones along your route such as supermarkets in case you need a toilet or need to speak to someone



- Choose a place to wait for the bus or train that is well-lit and where other people are standing



- Dress for the weather



- Know what to do in case of unexpected events like cancelled buses or closed rail stations:
 - ask for help
 - use a different route
 - return to home or where you started
 - let your family or support staff know you will be late

More information on getting around

For more information about travel training schemes, check out:



Coolmove, the, “nation’s coolest travel training website!” at:
www.coolmove.org.uk

Skill: National Bureau for Students with Disabilities at:
www.skill.org.uk

Please note SKILL no longer exists but information and resources are still available on their website.

Moving Into Your Own Home



This section is about leaving home and moving on to live somewhere new.



If you want to move home there are lots of different choices you can make about which one might be best for you. It is a good idea to ask someone you know well to help you think and talk about what you want.



You may want to talk to your family, care manager or have a meeting with the council or local housing association to find out what is available to you.



Different housing choices can be very complicated; it can often take a lot of time and work to find the right place to live. This section has some ideas of things to do and think about. We hope that it will help you to decide what housing choices are best for you.

Where do I want to live?



Where you want to live is one of the first things most of us think about when choosing a home. Being near to shops, sports centres, bus or train stations, work or training opportunities are important. Being near family and friends is important too.

Do you want to:



Live close to family and friends?



Live near a town centre so that you are close to shops?



Live close to work or college?



Live on a bus route or be close to a train station?



Live in a town or in the country?



Live somewhere quiet or somewhere lively?

Do I want to live alone or with other people?



Talk to your friends, family and people who know you best. Find out where they live. Do they live alone, or with other people? Ask them what they like, or don't like, about where they live.

Think about how you get on with other people, at home or college or work. Here are some ideas for you to think about:



Do you like being with lots of other people?



Do you like to be on your own?



Do you like noise?



Or do you prefer it to be quiet?



What are some good and bad things about living alone?



What are some good and bad things about living with other people?



If you want to live with others, who would you choose to share a house with?

What support do I need?

On the next page is a box with a list of jobs that people need to do if they live in their own home. Think about:



What can you do by yourself?



What do you need help with? Write down what kind of support you need to do this.



Do you need changes to your home? For example, do you need a ramp to get to the front door or a lift? Do you need a hoist?

Household jobs	Can I do this?	What kind of support do I need to do this?
Shopping 		
Planning and cooking food 		
Personal hygiene (dressing, bathing, washing hair, etc.) 		
Housework (cleaning, washing clothes, etc.) 		
Health needs (taking medication, going to the Doctor) 		

Household jobs	Can I do this?	What kind of support do I need to do this?
<p>Getting up in the morning and planning for the day</p> 		
<p>Managing day to day money and paying bills</p> 		
<p>Using public transport</p> 		
<p>Keeping in touch with family and friends</p> 		
<p>Other</p> 		

Different ways to rent or own your own home

These are the most common types of housing options:



Renting a flat or house (by yourself or with friends)



Owning your own flat or house

Part-owning and part-renting your flat or house.

For more information on the above :



Find a place to live is a useful guide to help you think about moving. It can be downloaded free from:
www.housingoptions.org.uk

Looking After Your Money



Do you have a bank account, building society account or a Post Office account? Do you want to learn how to look after your money as you get older? If so, in this section we have some ideas of how to get started.



You can use the Monthly Budget to find out how much money you have coming in and how much money you spend.



Once you know this you can find out how much money you have to use for leisure or saving.



There are also tips on using your debit card and staying safe with your money.

Your monthly budget

Below is an example of all the money going into and out of a bank account every month. There is a blank one on the next page to get you started. If you fill in everything coming into your account (called incomings) and then take away everything you spent (called your outgoings) you will see what you have left to spend on yourself. You may want to save some of it to pay for a holiday, buy tickets to see a band or buy that expensive jacket you want.

Incomings

Disability Living Allowance
= £263

Income Support
= £203.80

Direct Payments
= £168

Educational Maintenance Allowance
= £80

Total in: £714.80

Outgoings

Board and lodging to parents
= £100

Phone
= £20

Personal assistant
= £168

Clothes / lunch / toiletries
= £100

Total out: £388

total incomings – total outgoings	=	£326.80
£714.80 – £388		Left over

My monthly budget

Incomings

Disability Living Allowance

= £ _____

Income Support

= £ _____

Direct Payments / ILF

= £ _____

Educational Maintenance Allowance

= £ _____

Pay or wages (after tax)

= £ _____

Other allowances

= £ _____

Other: _____

= £ _____

Other: _____

= £ _____

Total in: £ _____

Outgoings

Board and lodging

= £ _____

Personal assistant

= £ _____

Phone

= £ _____

Toiletries

= £ _____

Clothes

= £ _____

Snacks / lunch

= £ _____

Taxis / transport

= £ _____

Other: _____

= £ _____

Other: _____

= £ _____

Total in: £ _____



Total Incomings £ _____

less

Total Outgoings £ _____

=

Total left over for £ _____

leisure and saving

Getting money out of the bank



When you have an account at a bank or building society you may have a debit card. This card allows you to pay for things in shops and take money out of bank machines. You can only take money out if you have money in your account.



It is important that you are careful when you use your card. Here are some tips for using your debit card either at a bank machine or in a shop:



- Be careful to not let anyone see your PIN (personal identification number) when you type it in.
- This is a secret password that only you will know to get money out of the bank.
- Never tell anyone your PIN. No shopkeeper or person on the phone should ever ask you for it.
- If you feel someone is standing too close to you when you are using a bank machine, it is okay to ask them to move back so they don't see your PIN.



- Some bank machines charge a fee to take money out of them. Try and only use bank machines that are free (these are usually provided by a bank).



- When you get the money from the machine, put it somewhere safe quickly.

Benefits

You need to make sure you are getting the benefits that you should have.

You may be able to have the following benefits:



- Disability Living Allowance
- Employment Support Allowance
- Independent Living Fund (if you receive Disability Living Allowance on the highest rate for the personal care component)
- Educational Maintenance Allowance (if you are still in school or college. It depends on your parents' earnings).



You can ask a family member or friend to help you find out. You can ring the Benefits Inquiry Line 0800 882 200.

You can look at the Moving On Up! website too:

www.movingonup.info/en/money-benefits

Contact a Family can also advise you on what benefits you should receive. You can call them at 0808 808 3555. Or visit their website at: www.cafamily.org.uk

Your local Citizen Advice Bureau can also advise you on what benefits you should receive. Visit their website at www.adviceguide.org.uk

More information on looking after your money

If you would like more information on how to manage your money and how to open a bank account, the following two websites are really useful:



- www.unitedresponse.org.uk/your-money-your-home
- www.making-money-easier.info

You can also download *Banking on good decisions*, an easier read booklet about how the Mental Capacity Act 2005 can help people with learning disabilities to deal with their money from:



- www.learningdisabilities.org.uk/publications

About the Foundation for People with Learning Disabilities

We promote the rights, quality of life and opportunities of people with learning disabilities and their families. We do this by working with people with learning disabilities, their families and those who support them to:

- do research and develop projects that promote social inclusion and citizenship
- support local communities and services to include people with learning disabilities
- make practical improvements in services for people with learning disabilities
- spread knowledge and information

www.learningdisabilities.org.uk

The Foundation for People with Learning Disabilities is part of the Mental Health Foundation.

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**changing
lives**