

SUPPORTING FAMILY CARERS NAVIGATING THE POST-SECONDARY SCHOOL TRANSITION PROCESS FOR A YOUNG PERSON WITH DEVELOPMENTAL DISABILITIES.



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ACKNOWLEDGEMENTS

Funder

This project was made possible through funding from the Glasgow Knowledge Exchange Fund (GKEF).

Carers

We extend our heartfelt gratitude to all the carers who generously shared their experiences of post-secondary school transitions. Your insights and contributions have been invaluable in shaping this booklet.

Project Collaborators

Special thanks to DIFFERabled Scotland for their support and assistance in recruiting carers, ensuring the voices of those with lived experience were central to this work.

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1 STARTING TRANSITION PLANNING

What is the post-secondary school transition?

Transitions are when children and young people move from one stage in their life to another, for example starting school, moving from one school term, one teacher or one school to another, or leaving school. The post-secondary school transition describes the move out of secondary school and into the adult world.

What is transition planning?

Transition planning usually starts when the young person is around the age of 14 and can include plans related to everything from work experience and employment to housing and benefits.

What should a transition plan include?

A transition plan should include, but is not limited to:

- The voice of the young person (either directly or via parent or advocate)
- Parent involvement/supporting adult
- The young persons profile (unique to them)
- Their skills and qualifications
- Their ambitions and preferences
- Support they require
- Boundaries of parent involvement
- Timescales for different actions
- Plan of action
- Who is responsible for achieving actions
- Input from relevant professionals

Why is a transition plan important?

- Every agency should have a copy of your young person's transition plan. You may need to supply this to these agencies/organisations/ Further and Higher Education (FHE) facility.
- It helps start conversations with your young person
- It records your young person's requests in black and white





TIMELINE

When	Stage	What should happen	Who is responsible?
2+ years before expected school leaving age (12–14 approx.)	Before you start	Explain process to young people and parents/carers – talk about your goals/interests, obtain careers advice, focus on subjects. Consider and check eligibility for Co-ordinated Support Plan (CSP).	All professionals working with the young person, particularly education. Parents/carers are responsible to check eligibility for CSP (contact local authority on guidelines for application).
2 years before expected school leaving age (14–15 approx.)	Gathering information	Find out about options and possibilities and understand your young person's subject choices.	Parents/carers – professionals have a duty to signpost to relevant information.
1 year before expected school leaving age (15–16 approx.)	Transitions year	Transition planning meetings – young people, parents/carers and relevant professionals.	Education responsible for coordinating and all professionals should take part.
6 months before expected school leaving age	Getting ready to move on	Share relevant information with agencies providing future support, with consent.	Education – parents/carers can also play a part in this and independently contact agencies. Parents/carers may be required to project manage.
Leaving	Leaving school and moving on	Tell agencies young person has left school. Review support. There may be a reduction/change in agencies.	Education, other professionals involved, parents/carers. Professional agencies will change to adult services.
Up to age 25	Young adult life	Review plans and goals, revise as necessary.	No clear duty but likely to be parents/carers to project manage the young persons journey and agencies working with the young person may be involved.

2 SOURCES OF SUPPORT

Overview:

This section aims to provide information about the key sources of support that are available to you and your young person during the transition process. Various links are provided which will take to websites with more detailed information.

Agencies and resources which can provide support

Several agencies and organisations can support you to plan your young person's transition. Some of these are described below:

Scottish Transitions Forum

[The Scottish Transitions Forum](#) is a national network committed to improving the experience of children and young adults (14 to 25 years) with additional support needs as they make the transition to young adult life.

This organisation provides an online training course for anyone who supports young people with additional support needs aged 14–25. Training is delivered over two days (2 × 3-hour sessions). A limited number of free places at each session are currently available for parents and carers. The Scottish Transitions Forum also run a series of webinars on relevant topics which include the voices of young people, parents and carers, and other invited speakers.

Talking about tomorrow

[Talking about Tomorrow](#) is a website which was created with parents, for parents of children and young people with disabilities going through the transition process. The site includes resources to support you to prepare for transition such as advice on transition planning, transition planning templates, and actions to take to prepare for transition.

Lead Scotland

[Lead Scotland](#) provides support, advice and information on a range of issues related to learning for children with disabilities. This includes to apply to college, university, to volunteer or look for work. The website also provides support to understand your young person's right to education so that you feel confident to ask for their needs to be met.

The Council for Disabled Children

The Council for Disabled Children have put together a list of [existing transition guides and resources](#) from a range of organisations for families of young people with disabilities.



Local Libraries

Local libraries are often a good source of basic communication and IT training skills.

Local council representatives (local councillors, MSPs and MPs) who can support you

They can support you in different ways such as writing letters of support. Don't just contact one person – multiple representatives are assigned to each local area. If you're not getting support from one, then contact others.

By typing in your postcode to [this government website](#) you can [identify your local council representative](#) who can support you during the transition process.

Local or national family support groups

- Glasgow Disability Alliance
- Enable
- Carers Scotland
- Coalition for Carers
- Enquire
- Contact for Families
- Office of the Public Guardian
- DIFFERabled
- VoiceAbility
- Salvesen Mindroom



Tip from family members:

“No matter what you think this process should look like, it varies so much from council to council. Find a local parent peer support group to ask other parents about their experiences. Find someone who has already been through the process to go with you to meetings for support/advocacy/as a witness to what is agreed. Record everything and get written confirmation of anything which is agreed including dates/timescales”.

This is a very difficult process for both you and your young person to navigate. You should think about how to equip yourself with skills to support your young person through failures and frustrations with the system. Keeping them involved in decision making is the most important priority if you want to retain a good relationship with them.

Independent Advocacy Services can be helpful if your relationship with your young person becomes strained and you just want to be your young person's Mum/Dad again.



3 WHAT TO EXPECT FROM YOUR SCHOOL DURING THE PROCESS

Overview:

This section provides a summary of what supports you can expect from your young person's school during the transition process.

The Additional Support for Learning (ASL) Act in Scotland places a duty on education authorities to identify, provide for, and review the additional support needs of pupils including those with special educational needs.

This includes transition planning for post-school destinations.

[Download PDF: Legislation Flowchart 2nd edition 2019](#)

NB: this maybe different if there is non-school attendance.

The Equality Act 2010, aims to ensure that individuals with disabilities have equal opportunities and access, while organisations have a duty to anticipate and mitigate challenges related to disability in an inclusive manner. The act provides protection for 'protected characteristics' e.g. disability, age and race and parents/carers have the right to request reasonable adjustments on behalf of their young person.

Parents and carers of young people with developmental disabilities should expect schools to provide proactive, individualised transition planning, beginning about two years before school leaving, to prepare for post-secondary education, vocational training, or employment, fostering independence and well-being in adult life.

Schools should provide various support and services to facilitate a smooth transition. The various supports and services should include:

- 1. Transition planning meetings:** schools should initiate transition planning meetings as part of the Individualised Education Program (IEP) process well in advance of the transition. These meeting should involve parents/carers, educators, specialists and the young person to discuss goals, assess needs, and develop a transition plan.
- 2. Individualised support:** schools should tailor transition planning and support to meet the needs of the young person. This may include identifying their strengths, interests, aspirations as well as assessing areas requiring additional support or accommodations.
- 3. Vocation and Life Skills Training:** schools may offer vocational training programs or life skills

classes to help students develop essential skills for employment, independent living and community participation e.g. money management skills, independent travelling, social skills development and job readiness training.

- 4. Career guidance:** schools can provide career exploration opportunities, including work experience placements to help students explore career interest and gain work experience in different fields.
- 5. Assistive technology and accommodations:** schools should ensure that young people have access to appropriate assistive technology, accommodations and supports to facilitate their participation in post-secondary education or employment. This might include assistive devices or specialised software to support learning and communication.
- 6. Transition coordination and collaboration:** schools should collaborate with post-secondary education institutions, vocational training programs, employers and community agencies to facilitate a seamless transition. This may involve sharing information, coordinative services and providing referrals to appropriate resources and support services.

7. Family/carer engagement

and support: schools should involve parents/carers in the transition process and provide guidance to families navigating the transition. This may include providing information about resources, support networks and offering guidance on advocating for their young person's needs.

8. Continued monitoring and

support: schools should continue to monitor and support young people during the transition process and beyond. This may involve regular check-ins, amendments to the transition plan as needed, and ongoing communication between the school, young person, family and carers to address any challenges or concerns that may arise.

Throughout the transition process, collaboration between schools, families, and relevant agencies is essential to ensure a seamless and successful transition for young people with developmental disabilities in Scotland. Additionally, it's important to tailor the transition plan to the individual's unique strengths, needs, and aspirations to maximize their opportunities for meaningful engagement in adult life.

www.talkingabouttomorrow.org.uk/planning-for-transition/



Tip from family members:

“This is a really difficult process for both you and your young person. Keeping your young person involved in the decision making is the most important priority if you want to retain a good relationship with them. They will see anything you try to do as interfering, just like any other parent of a 14–25 year old. Equip yourself with the skills to support your young person through the failures and frustrations with the system.”

4 POST-SECONDARY SCHOOL DESTINATIONS

Overview:

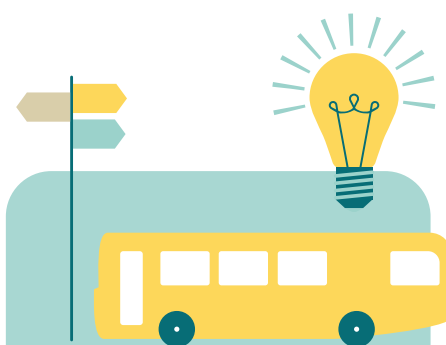
This section aims to provide information about the various post-secondary school destinations that may be available for your young person. These are divided into college, university, vocational training, work and volunteer opportunities.

Co-ordinated Support Plan

A co-ordinated support plan is a legal document that is necessary for some young people with complex or multiple needs to support their long-term learning goals. It's important to ensure that your young person has a CSP in place as many agencies will ask to see it as proof of support needs for college/university. Social Security Scotland also ask for CSPs to avoid face-to-face assessments. [Information on CSPs](#) is available on the [Scottish Government's website](#).

Post-secondary school education opportunities

Lead Scotland's [guide to post-secondary school education opportunities](#) describes the different options available after leaving school.



Tip from family members:

“Getting paid transport is very difficult so make sure you consider the location of the college carefully. Young people with a young scot card get free bus travel in Scotland. Colleges therefore won't pay a travel bursary to anyone who is young scot age range. Even if you got taxis for school, they presume you will get a bus or use your CDP/ADP for taxis.”

College

Colleges have a wider range of courses than school, and some may be available part-time, in the evening or by distance learning from home. Entry requirements vary, with some courses not requiring formal qualifications. Each college has its own closing dates, and it is best to apply as early as possible.

Basic skills courses provide support to gain independence skills as well as being a good starting point for other courses for those who left school without qualifications. Some are at National level, while others don't lead to a formal qualification. Further information on the different types available is provided on [Lead Scotland's website](#).

[Skills Development Scotland](#) also provides advice for selecting a college course guides.

Gateway courses are available for those who don't have formal qualifications from school. Some of these can lead to achieving formal qualifications such as National 4's. Check individual college and university websites for information on what is available.

There are a limited number of specialist colleges in Scotland which have more experience of supporting students with disabilities or additional support needs. [Association of National Specialist Colleges website](#).

University

You may want to consider how your young person will cope with university and what supports they will need to be successful. It isn't unusual for young people with additional support needs to take longer to get their degree or to repeat years, but SAAS only pays for one attempt at each year stage. Support for Disabled Students varies in each university, and they may take a long time to put supports in place (sometimes almost at the end of the first year) despite initial promises. It is always a good idea to visit the campus and speak to the Disabled Students Society or reps, so you can find out what the real experience is for disabled students on campus. Sometimes the further education provider with a proven record of the best disabled students' support is a better choice than the one with the best academic ratings.

Going to university straight from school

Most universities have a deadline of 15 January to start in September the same year. Applications for UK based university degrees should be submitted through the [UCAS website](#). Applicants choose up to five different courses. Young people can also apply for unfilled places on courses through [clearing](#), from the start of July to mid-October. The UCAS website provides guidance on how to complete the application form. Your young person's teachers, guidance teacher or careers adviser should be able to offer support.

Not going straight to university

If you feel that your young person may eventually want to go to university but is not ready to go straight from school, they could do an access course at college instead, or an HND first before progressing to a degree. Skills Development Scotland have a [course search tool](#) which can help you to investigate different available courses. Enable Scotland's Breaking Barriers programme gives students a taster of university life for neurodiverse students.

How to get support at college/ university

Colleges and universities often offer assessments for dyslexia, which can help students identify their learning needs and get the support they need. Student Awards Agency Scotland (SAAS) provides assessment, funding and support to fulltime and part-time Scottish students in higher education. Every university has a department dedicated to supporting students with additional support needs. It's a good idea to contact the university or college that your young person intends to go to as soon as possible, so that the right support is in place before a course begins. You can arrange an appointment with student services yourself to discuss this. Lead Scotland's guide '[Supporting you at College](#)' has details about support available and how it is funded.

It is important to find out how your young person will travel to their college or university ahead of time. The support for learning team within the college or university should be able to provide information about this.

Students who are planning to attend a course away from home who need personal assistants and adapted accommodation, or specialist equipment should contact social services where they currently live, to have an assessment of their needs carried out. [The Lead Scotland website](#) provides guidance on preparing for your needs assessment.



Tip from family members:

“Go to the college or university admissions team yourself to talk about your young person.”

“College and university open days are a good opportunity to ask questions about your young person and how they will be supported on their course.”



Tip from family members:

“Consider how courses are accessed and what adjustments can be made for your young person e.g. exams and coursework. If presentations are a mandatory part of assessments and this is something which causes your young person significant anxiety, it may be wise to consider another course if reasonable adjustments cannot be made for them.”

Your young person's college or university may be reluctant to share information with you about your young person's wellbeing once they are enrolled, due to concerns around GDPR. Your young person may want you involved in communication in the beginning to support them. The Social Care Institute for Excellence provides information about GDPR and [sharing information with carers or family](#).

Vocational training

Community based learning (CBL) is person centred, inclusive and focuses on the needs and goals of the learners. Examples of CBL include digital skills for communicating with others and combatting stress through mindfulness and meditation. Lead Scotland have produced a guide to [Community Based Learning opportunities](#) for adults with disabilities.

Work and volunteering opportunities

Work opportunities

Your local Job Centre can support young people to identify jobs to apply for and provide support during the application process. To find your local job centre, enter your postcode on [this website](#).

[Skills Development Scotland](#) can help with careers planning, CVs, and applications.

[Fair Start Scotland](#) supports unemployed disabled young people who need help obtaining a job. Personalised plans are created with an adviser to support young people get into and remain in work. This includes 12–18 months of support prior to starting work and up to 12 months of support once the young person is in work.

Look for supported employment opportunities in your area via:

- [Local Area Co-ordinators](#)
- [Disability Support Advisors](#)
- [Glasgow Supported Employment Service](#)

Volunteer opportunities

Scope have developed guidance for young people with disabilities who wish to [volunteer in their communities](#). The guidance includes information about how to volunteer and still get Employment and Support Allowance (ESA) or Jobseekers' Allowance (JSA).



Tip from family members:

Parents/carers should approach agencies for bespoke training and work opportunities for their young person. Check out the training and awareness the organisation has to be able to support and understand and make adjustments for the young person to direct to free or low cost training.



Overview

This section aims to provide you with important information about the various legal considerations in the UK regarding you and the young person you care for. There are also useful links to key organisations and resources that you may find helpful to support you and your young person. The main legal matters are listed below.

Appointeeship

When your young person reaches 16 years of age you can apply for the legal right to manage their Social Security Scotland awards. This is known as becoming their 'appointee'. Appointeeship is a crucial mechanism that helps safeguard the financial wellbeing of your young person, ensuring that their finances are managed effectively and in their best interest. The appointee is responsible for budgeting, paying bills, and ensuring financial stability. Social Security Scotland (SSS) currently runs the appointeeship system for disabled people and children in Scotland.

The SSS appointeeship is different to the Department of Work and Pensions (DWP) one in that you must take responsibility for your young person's payments as well as their SSS administration and form filling and speaking on your young person's behalf at meetings.

Most 16-year-olds are not capable of undertaking official administration of this nature, even if they do not have a learning difference! You will need to find out if a separate appointeeship for DWP is needed as well as the SSS one, for helping your young person with Universal Credit applications. DWP allows others to fill out forms on someone's behalf and to represent them in meetings without being their appointee, SSS does not.

Under Child Disability Payment (CDP) unlike DWP Disability Living Allowance (DLA), CDP runs until a child turns 18 or up until 19 if they have an Adult Disability Payment (ADP) application submitted before their 18th birthday which is not yet processed/appealed.



Tip from family members:

“Always get Social Security Scotland to confirm in writing the end date for your Appointeeship, or you may be caught out when applying for Adult Disability Payment (ADP) for your young person. They appear to want appointeeship to be renewed when applying for ADP, even if the previous award was for 3 or 5 years, and it can cause problems for continuation of CDP payments while awaiting the ADP transfer.”

Sources of information

[PIP-guide.pdf](#)

[Benefits at 16](#)

Power of Attorney (PoA)

This is a legal document, which gives someone else the authority to make decisions or take actions on another's behalf if they are unable to do so. A person must have capacity to grant the powers to another person. Power of Attorney is very exceptionally used for people with learning disability. It does not have the same safeguards for the young person as other legal frameworks. Contact a solicitor for more details on this matter. You may be charged for the PoA to be written up unless your young person is eligible for legal aid. Be aware that not all solicitors offer legal aid. The office of the Public Guardian's website gives examples of what the PoA can look like. The Office of Public Guardian, Scotland (OPG) charges a registration fee for this service. Information on this can be found on their [website](#).

Letter of consent for parent/guardian support and advocacy

A letter of consent can be used from the young person stating that they request and give consent for their parent/guardian to attend important meetings with them and that sometimes they want their parent/guardian to speak on their behalf in circumstances where they become overwhelmed or stressed. It includes information being shared with them and copies of correspondence also being sent to them. This is often the preferred option for young people aged 16 and above where power of attorney is not appropriate.



Tip from family members:

“Some lawyers/solicitors will undertake Power of Attorney and Guardianship work cheaper than others or pro-bono – shop around and look for local family/child law charities.”

Please double check that the solicitor you are working with is regulated by the Law Society of Scotland.

Guardianship

For young people who are about to reach the age of 16, you can apply for a Guardianship Order up to three months before their 16th birthday. This means that the Guardianship Order will take effect on the date of their 16th birthday. You may wish to apply for Legal Aid to help with the costs of the process if you decide to apply for Guardianship. Legal Aid should cover the cost of the entire process. Be aware that not all solicitors offer Legal Aid. If it is decided that Guardianship is appropriate and would benefit your young person, the local authority Mental Health Team will be contacted by the solicitor. A Mental Health Officer (MHO) will be allocated to prepare a report for the court. This application would include a list of the powers you need to allow you to look after your young person. The Mental Health Team has a supervisory role once the Guardianship Order has been granted. The Office of the Public Guardian has statutory powers to supervise Guardians. Please have a look at the [Public Guardian website](#) for further details.

Capacity

When a young person with intellectual and developmental disabilities reaches 16 years of age they become an adult. Parents and carers will no longer have a legal right to make decisions for them anymore. However, some young people will not be able to make safe decisions about some or all aspects of their lives for themselves. If this is the case, legal advice should be sought to see what options are available. It would be useful to look at the [Adults with Incapacity \(Scotland\) Act 2000 \(AWIA\)](#).

Supervision and regulation

Under the Act four public bodies are involved in the regulation and supervision of those authorised to make decisions on behalf of a person with incapacity. These are: the Office of the Public Guardian (Scotland), the Mental Welfare Commission for Scotland, the Courts and Local Authorities. One of the options under the AWIA is for someone to make an application for a [guardianship order](#). Guardianship is a Court Order. It allows you to represent someone who cannot make decisions for themselves because of incapacity. This is a defined legal term.



6 WHAT FINANCIAL ASSISTANCE IS AVAILABLE?

Welfare benefits and financial support

Overview:

This section aims to provide you with information about welfare benefits and financial support that you and your young person with intellectual and developmental disabilities (aged 16+ years) may be entitled to. There are also useful links to key organisations and resources that you may find helpful to support you and your young person. The main ones are listed below.

Adult Disability Payment (ADP)

If your young person is aged 16 and over, you can apply for ADP. ADP is administered by Social Security Scotland and aims to provide financial support to adults with disabilities or long-term health conditions.

ADP has two components (you can be paid one or both depending on your needs):

1. A daily living component – if you need help with everyday tasks, such as eating and drinking, washing and getting dressed.
2. A mobility component – if you need help getting out and about because of physical, sensory, mental or learning difficulties.

ADP aims to reduce the need for face-to-face assessments. Decisions will be primarily based on the information provided by the applicant and their supporting evidence. SSS may contact the applicants healthcare provider or another professional who knows their situation.



Tip from family members: “The most important thing that parents and disabled young people need to know is that supervision and prompting count as help, not just doing the actual task for them.”



Universal Credit (UC)

Universal Credit is a monthly payment that is gradually replacing the following benefits: Income-based Jobseeker's Allowance (JSA); Housing Benefit; Working Tax Credit; Child Tax Credit; Income-related Employment and Support Allowance (ESA) and Income Support. To claim Universal Credit you must be over 18, but 16 and 17 year olds will be considered in certain circumstances. You cannot claim Universal Credit if you are on a full time course unless:

- You are responsible for a young person;
- You are ill/disabled;
- You are under 21 (or are 21 but were under that age when you started your course) on a full-time non-advanced course and are 'without parental support', e.g., you are estranged from your parents or living away from them in other specified circumstances;
- You are a single foster parent (this includes some single kinship carers), or you are in a couple, both of you are students, and one of you is a foster parent;
- You are over the qualifying age for state pension credit;
- You have taken time out because of illness/disability or caring responsibilities and have now recovered or your caring responsibilities have ended, and you are not eligible for a grant or loan;
- You have a partner who is not a student, or who is a student and one or both of you fit into one of the groups above.

Universal Credit is being rolled out slowly across the UK and is currently only available to some people in certain areas. To find out whether it is available in your area, visit the Universal Credit postcode search website. If it is not currently available in your area or you do not meet the eligibility criteria, you can still claim the 'legacy' benefits that it is replacing for the time being.

For more information visit:

Universal Credit | Gingerbread

Universal Credit
Eligibility – GOV.UK

Self-Directed Support (SDS)

SDS is when you arrange some or all your (or your young person's) support. It's for people who would like more flexibility, choice, and control over their care. You must be eligible for social care to receive SDS. Eligibility is determined by the Local Authority through an assessment using the criteria from the Social Work (Scotland) Act 1968.

To be assessed for this kind of support ask your local social services department. When an assessment has been made 4 options will be available:

Option 1: Direct Payment, a cash payment is paid directly to you or a third party. You can use this payment to choose and control your support.

Option 2: Individual Service Fund, you choose what support you would like and the Local Authority (or an agency) holds your budget and makes the arrangements on your behalf.

Option 3: Direct service, the local authority selects the support and arranges it.

Option 4: A combination, you can choose to mix the above options to suit you.

For more information visit:
www.sdsscotland.org.uk

Young Carers Grant

The Young Carer Grant is a payment from Social Security Scotland. It is paid once a year to carers aged 16–18 years, who do at least 16 hours of caring a week on average, but do not receive Carer's Allowance or Carer Support Payment.

For more information visit: www.mygov.scot/young-carer-grant

Independent Living Fund Scotland (ILF)

The ILF is designed to support individuals who have complex disabilities to live independently in Scotland. Eligible for those aged 16–25 years living in Scotland. Applications should be submitted by local authority social work departments on behalf of disabled people in Scotland.

For more information visit: <https://ilf.scot>

Family Fund

Family Fund is a UK based charity, who receive funding from the Scottish Government for families on low incomes raising disabled or seriously ill children and young people. Their main role is to provide financial grants to families raising disabled children and young people; however, they also provide information and signpost to other charities and services which families may find useful.

[Family Fund's website](#) has information on how families can apply for grants and access other help and support they provide. It also has a section which signposts to other useful and relevant services. Families resident in the UK can apply for a grant for a child or young person aged 17 or under. Family Fund uses a social model of disability, considering the challenges that the young person faces in their everyday life. Family Fund prioritises support to families on low incomes. You can find out more about their full eligibility criteria on their website.

Council Tax Disregard

You may be able to get a discount on your Council Tax bill if you give or receive care. At least 35 hours of care must be provided each week. You need to live in the same property as the person you care for to be eligible.

For more information contact your local council.

Transport concessions

The National Entitlement Card offers free or discounted travel on public transport for disabled individuals. [National Services | National Entitlement Card](#)

Changes to benefits when your young person turns 16

At some point between your young person's 16th and 20th birthday, the benefits system will start to treat them as an independent adult. This is usually connected to them leaving school. When this happens, the benefits you get for them will stop. This may impact the financial support you can get for yourself and for your home. For more information please visit: [Changes to benefits when your young person turns 16 | Gingerbread](#)



7 ACCOMMODATION OPTIONS

Overview:

This section aims to provide information on different accommodation options that may be available to your young person when they are ready to live more independently.

Options

It's important to find accommodation that best supports your young person to live as independently as possible. Information on the various accommodation options is available on the [My Family Our Needs website](#).

Advice and support

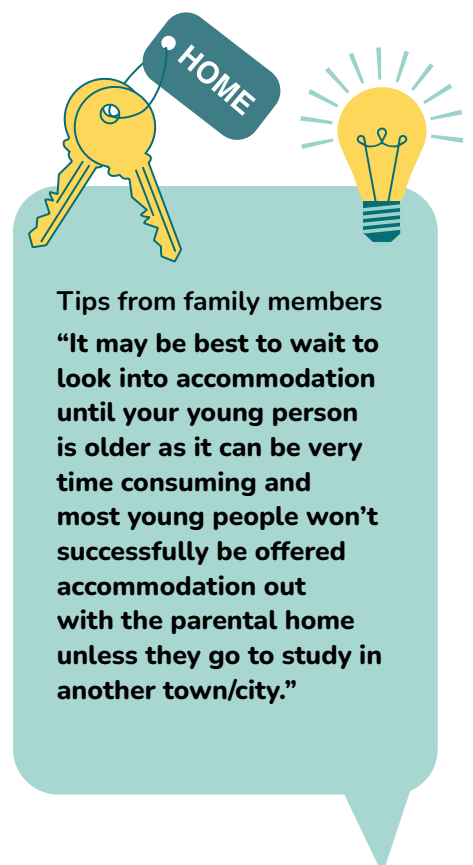
Information on guidance and support available about accommodation options for young people with disabilities is on the [Scottish Government website](#).

This includes information on

- Where to go for advice or help
- What help is available to buy a home for your young person
- How young people can be supported to live safely and comfortably at home
- Where to get help heating your home
- Where to get help making adaptations or changes to your home
- Who to contact about your concerns about becoming homeless
- Scottish Government action on housing

Specific advice for families of a young person with learning disabilities are available on [Mencap's website](#).

Specific information for families of a young person with autism is available on the [Scottish Autism website](#).



Tips from family members
“It may be best to wait to look into accommodation until your young person is older as it can be very time consuming and most young people won't successfully be offered accommodation out with the parental home unless they go to study in another town/city.”

To find out more about the underpinning research and the processes involved in developing this booklet, please [visit our website](#).

We invite you to [complete a short evaluation form](#). Your feedback will help inform future resources.

Published by
The Scottish Learning Disabilities Observatory
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Mental Health and Wellbeing
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All information published in this booklet is correct as of April 2025