

# About the Preparing for Adulthood programme



- Commissioned by DfE to support the SEND reforms
- Delivered by the National Development Team for inclusion of the DBOT consortium
- Free training, support and resources

## Contact Information:

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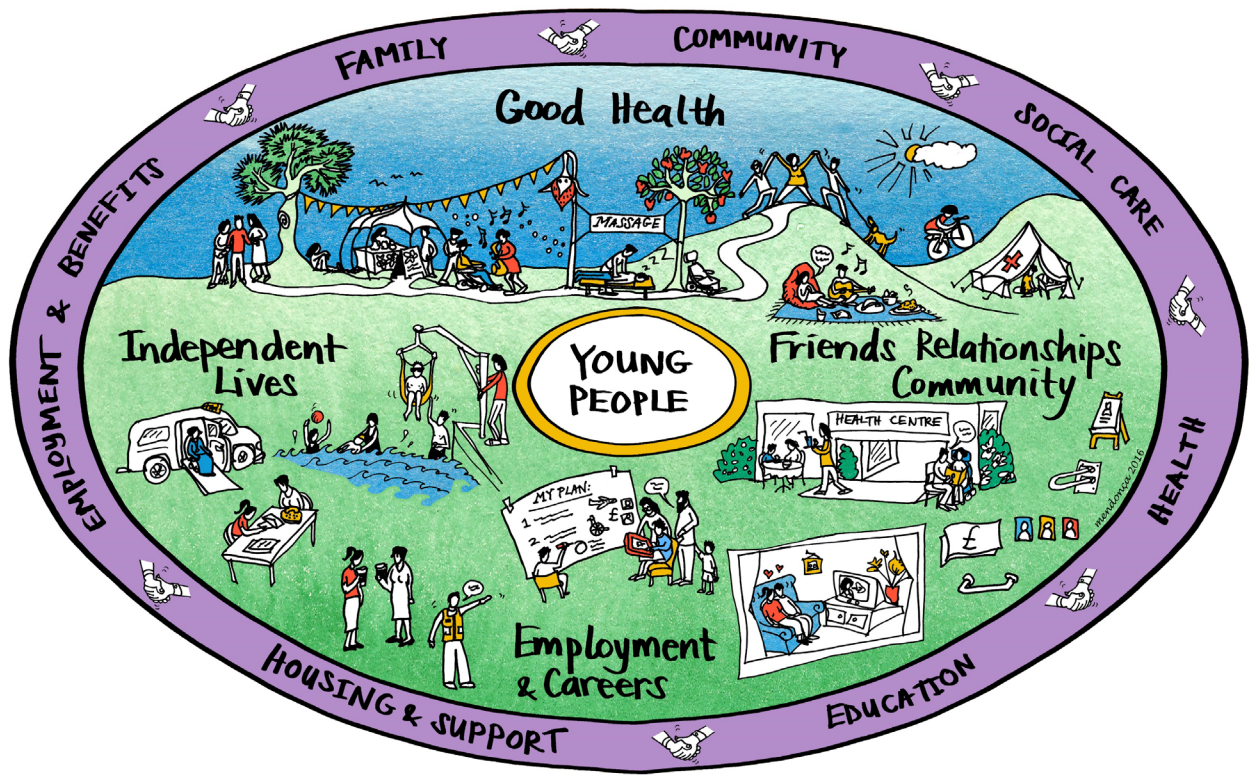
*Delivering Better Outcomes Together*





# A reminder of the vision for Preparing for Adulthood

## PARTNERSHIP WORKING FOR PFA



Preparing for Adulthood Planning for Life

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood



### Employment

### Independent living

### Community Inclusion

### Health





# Preparing for Adulthood from the earliest years

## – section 8

- 8.9 Local authorities **must** ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood
- Planning **must** be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.
- Transition planning **must** be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood.





# Why PfA outcomes?

They help us to:

- Remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- Remember what a good life is for all young people – a gloriously ordinary life
- Find out what the young person's aspirations are and what is important to them now and for the future
- Support children, young people and their families to plan for life outcomes





# Reviewing outcomes in PfA plans

## Preparation

- Has the young person been helped to understand what will happen at the meeting before the review?
- What support has been put in place to ensure the young person's views are captured and the s/ he can be present at the meeting? An example of this might be the use of photos or video
- Has everyone who is relevant including the young person and anyone they want there, been invited?
- Has all relevant paperwork been distributed 2 weeks ahead of the meeting in a form that everyone can understand?





# Key Topics to cover at annual reviews from year 9 2019

## Preparation

- Has the young person been helped to understand what will happen at the meeting before the review?
- Has everyone who is relevant including the young person and anyone they want there, been invited?
- Has all relevant paperwork been distributed 2 weeks ahead of the meeting in a form that everyone can understand?

## Employment

- Vocation profile - (appendix to EHCP) work placements been offered in line with the interests and skills identified?
- Careers advice – Gatsby benchmarks





# Key Topics to cover at annual reviews from year 9 2019

## **Independent living**

- Has the family been given information on how to get onto the housing register?
- Is the young person learning skills at school and at home that will help with living independently at home?



## **Community Inclusion**

- Is it clear what is being done to support the young person's friendships inside and outside of school/college?
- Have options for more community activities been explored and followed up?





# Key Topics to cover at annual reviews from year 9 2019

## Health

- Is the young person registered with a local GP?
- If the young person will need adult health services, who will plan for the health transition with him/ her?
- Are the family aware of the benefits of an annual health check from age 14?
- Does the curriculum support young people to have a healthy lifestyle?

## General areas

- Are the outcomes SMART?
- Do the family/young person need additional support with accessing the local offer?







# Post-16 Checklist

Developed to give leaders and others in local areas a guide to what they should have in place to ensure that young people receive the support they need to move into adulthood with good lives.

This checklist a high level, simple document to help local areas make sure they are working on the themes that need to be tackled if young people are going to be supported well into adulthood.

**A Preparing for Adulthood self-evaluation toolkit and an audit tool** go into more details for specific providers, services and families.





# Aspirations are built on strengths

The best plans come from good conversations about....

What are your gifts and talents?

What do people like and admire about you?

What's important to you (things, people, activities)?

What is important for you? (to stay safe, healthy)

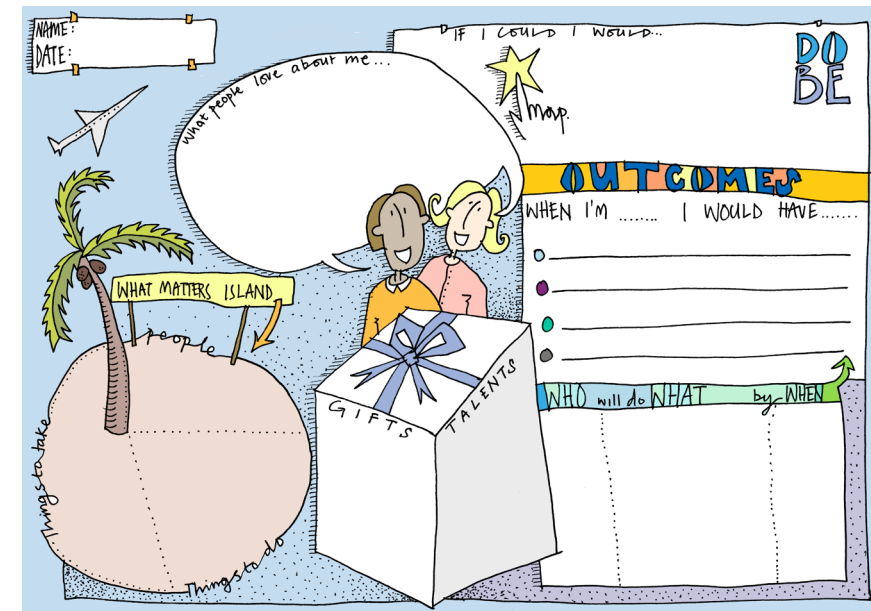
What's working well ... and not so well at the moment?

What support and help do you need?

What work would you like to find out more about?

What steps will you help you to do this?

Who can help and by when?





# Further reading and resources

Preparing for Adulthood

Key topics to cover at annual reviews from year 9 2019

Preparing for Adulthood

Post-16 Checklist

Preparing for Adulthood: Interim Report on the Post 19 Programme

Preparing for Adulthood

SEND Leadership Reflection Tool

Author: Barry Jones, NDTI Associate

NDTI

March 2019

Preparing for Adulthood

Employment Case Study: Wolverhampton

April 2019

www.preparingforadulthood.org.uk

Everyone has the right to a fulfilling and independent life and this includes people with learning differences and disabilities. Local solutions are needed to remove the additional barriers to ensure that people with special educational needs and disabilities (SEND) have the same opportunities to work that others take for granted.

There is a strong social and economic case to improving opportunities for young people with SEND to leave education with jobs and sustainable careers. Getting secure paid employment has significant benefits for individuals including increased financial independence, strong social networks as well as physical and mental health benefits. In addition, there are clear benefits for employers which includes increased staff morale, reduced staff turnover, increased productivity, reduced recruitment costs and reputational benefits. Finally, this has benefits for us all with lower overall financial costs for their care and support, reducing the pressure on health and social care spending.

Current employment rates for the non-disabled population are 80% and less than half (48%) of disabled people are in employment in the UK (people aged 16-64). People with mental health conditions, a learning disability and / or autism fare even worse as their employment rates are significantly lower.

Only 32% of people with mental health problems and 24% of people with learning disabilities are in employment. According to the National Autistic Society, only 32% of autistic people are in any type of paid employment.

When people are known to services, the figures are even more bleak with only 7% of people with more severe mental health conditions and only 5.7% of people with learning disabilities in employment.

Wolverhampton was in the 6% most deprived areas in the country. The recession had caused a significant increase in the number of people receiving key out-of-work benefits in Wolverhampton and in April 2014, 6.3% of the city's population were claiming Job Seekers Allowance, which was one of the highest rates in the country. Nearly one third of children in the city lived in poverty and almost 60% of all 0-15 year olds living in the city lived in a deprived area.

Challenges

At the time that Wolverhampton began to look at how to improve its employment figures, there were significant pressures to reduce spending across the Council which underlined the need to reduce dependency on social care services through better employment outcomes in the city.

Preparing for Adulthood

PfA Outcomes across the age ranges for children and young people with SEND

WORLD OF WORK at The Castle School

Preparing for Adulthood: Interim Report on the Post 19 Programme