Preparing for Adulthood

A new landscape for SEN and disability
24th June 2014
Preparing for Adulthood programme

- Commissioned by the Department of Education to support pathfinders and other local areas to use best practice in preparation for adulthood (transition from year 9 and post 16 issues) when testing and implementing the reforms.

- Share best practice through website, e-bulletin and social media.

- Feedback to Government on learning and issues from the programme.

- Build on previous good practice and capture new learning.
What do the reforms mean in practice?

- Contribute to the Local Offer (paras 4.52 - 4.56)
- Develop good information
- Different relationships with young people and families from year 9 (para 8.5)
- Building on, developing and implementing EHC plans
- Working with personal budgets
- Taking part in co-ordinated assessments
- Named person responsible
- Implementing pathways into adulthood – employment, independent living, friends, relationships and community
- Develop partnerships – health, social care, employment, housing, universal services
Participation of young people
Aspirations and outcomes
Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

Employment
Independent living
Community Inclusion
Health Pathway

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

Tool Kit = Planning + Support + Local offer + Personal budget
Developing the curriculum for outcomes

- Work closely with schools to support transition (paras 8.22 - 8.28)
- Based on young people’s aspirations (para 8.9)
- Start early (Para 8.8)
- Create flexible packages
- Linked to all aspects of life and five day packages
- Build on the best of mainstream provision and discrete provision – learn from each other
- Study Programmes (Paras 8.32-8.40)
- Supported Internships
- Work experience
Develop post 16 provision and support that leads to good life outcomes
Develop post 16 options and support that lead to paid employment

For example:

 Embedding supported employment in schools and colleges
 Supported internships [www.preparingforadulthood.org.uk/what-we-do/supported-internships](http://www.preparingforadulthood.org.uk/what-we-do/supported-internships)
 Colleges are not expected to meet the costs of more expensive support (Paras 7.30 -7.32)
 Support for young people to set up their own businesses
Personalise your approach
What the SEND reforms mean....

- Developing person-centred approaches and keeping the young person and their family at the centre
- Developing strategic relationships with local authorities and partners & planning and commissioning services together
- Developing curriculum based on young people's aspirations for life
- Flexible use of funding
- Awareness of what works in terms of pathways into employment, independent living, friends, relationships and community and good health
Person centred approach to planning

- Support for all young people to plan for the future identified in the local offer
- Aspirations, views, interests and needs.
- Person centred outcome focussed EHC planning and reviews
- Personal budgets across health, education and social care
Paul Elliott's One Page Profile

Never gives up, positive, outgoing, great team player, loving, honest, great and powerful, witty

Important to Paul
- Going to College
- Living a true college experience (having a dorm, living on campus)
- Finding meaningful employment
- Being involved in sports
- Being part of a youth group
- My family and friends

I want you to support me by:
- Helping with applying to colleges, and finding grants
- To have someone I can practice job interviews with
- To have lots of open communication with my worker
- I would rather you text me before calling. I like to be able to re-read the message if I forget the answer.
- I need someone who will call me the night before to remind me about meetings.

Hopes and dreams for the future
- To find a good job after college and have children some day
- To be a NHL referee and play with the Big boys!
- To be a minor hockey league official
Person Centred reviews

- who's here?
- progress on actions
- what we appreciate about.....
- important to now
- important in the future
- how best to support
- questions to answer

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Personalise your approach
Eleanor’s story...

Creative programme focused on sustained outcomes

1. Personal budget from post 16 education and social care pooled and taken as a direct payment;

2. Team of personal assistants recruited and trained;

3. Personalised weekly timetable designed to achieve outcomes;

4. Personal assistants can continue to support Eleanor when she leaves education and eventually moves into supported living.
Preparation for adulthood
Suleman’s story...

Long Term Outcomes:
- To live in my own flat and employ my own support staff
- For people to understand what I say
- To get a paid job that uses my interests
- To have social life with other teenagers
Preparation for adulthood
Suleman’s story

Personalised Post 16 option and support:

1. Personal budget from post 16 education managed part by local college and part by school

2. Small direct payment from post 16 education person budget managed by young person/family or another to achieve life outcomes

3. Personalised weekly timetable designed across school, college and Independent Development Service and Remploy job coach to achieve outcomes;

4. To use short breaks personal budget for PA support to go out with friends and find out whether he is eligible for adult social care
Multiagency working and joint commissioning
Multi agency working and joint commissioning

- **Multi agency** (Education, health and social care) planning and commissioning for post 16 options and support

- **Early intervention** – plan for needs and aspirations from year 9

- Working with adult social care, FE and housing associations to develop housing pathways for young people – e.g. supported living and short breaks options with local FE college
Things to consider …

- What’s working for young people?
- Who do you need to work with?
- Does the college offer meet demand?
- Are the gaps?
- Do you need to make changes?
- Workforce development?
- How does the local offer inform commissioning priorities and provider development?
All these people have paid jobs.

AND HE WANTS ONE WHEN HE GROWS UP.

www.aspirationsforlife.org
Useful resources

[Website Link]
www.preparingforadulthood.org.uk
Information on pathfinders, employment case studies, supported internship factsheet, bimonthly bulletin

[Website Link]
http://www.sendpathfinder.co.uk/infopacks/
Info packs on local offer, EHC plans, personal budgets and joint commissioning

[Website Link]
LSIS cluster information
www.excellencegateway.org.uk/node/27512
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