

How can we support young people with SEND to be prepared for adult life?

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lead NDTi**



Welcome!

Welcome to this Contact a Family Webinar

If there is a technical hitch, please do bear with us

Those of you joining by PC, laptop, tablet or smart phone should now be able to see this introduction slide



Timings and Questions

As there are so many attendees, it is not practical for verbal questions to be taken, therefore you will all remain 'muted' throughout

If at any point you have questions, please use the question icon on your GoToWebinar tool bar on your screen

- This will allow you to type your question in to the text box and submit this to the Webinar administrator
- I will select as many relevant questions to answer as time allows, if similar questions are received I will condense these where possible



Q & A

- Further relevant questions, not covered in the time allowed, will be answered and posted on the Contact a Family website along with the recording of this Webinar, details of which will be circulated next week
- At the end of the Webinar a short questionnaire will launch, please take the time to complete this as this will assist with future online training events



Preparing for Adulthood

Preparing for
Adulthood



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

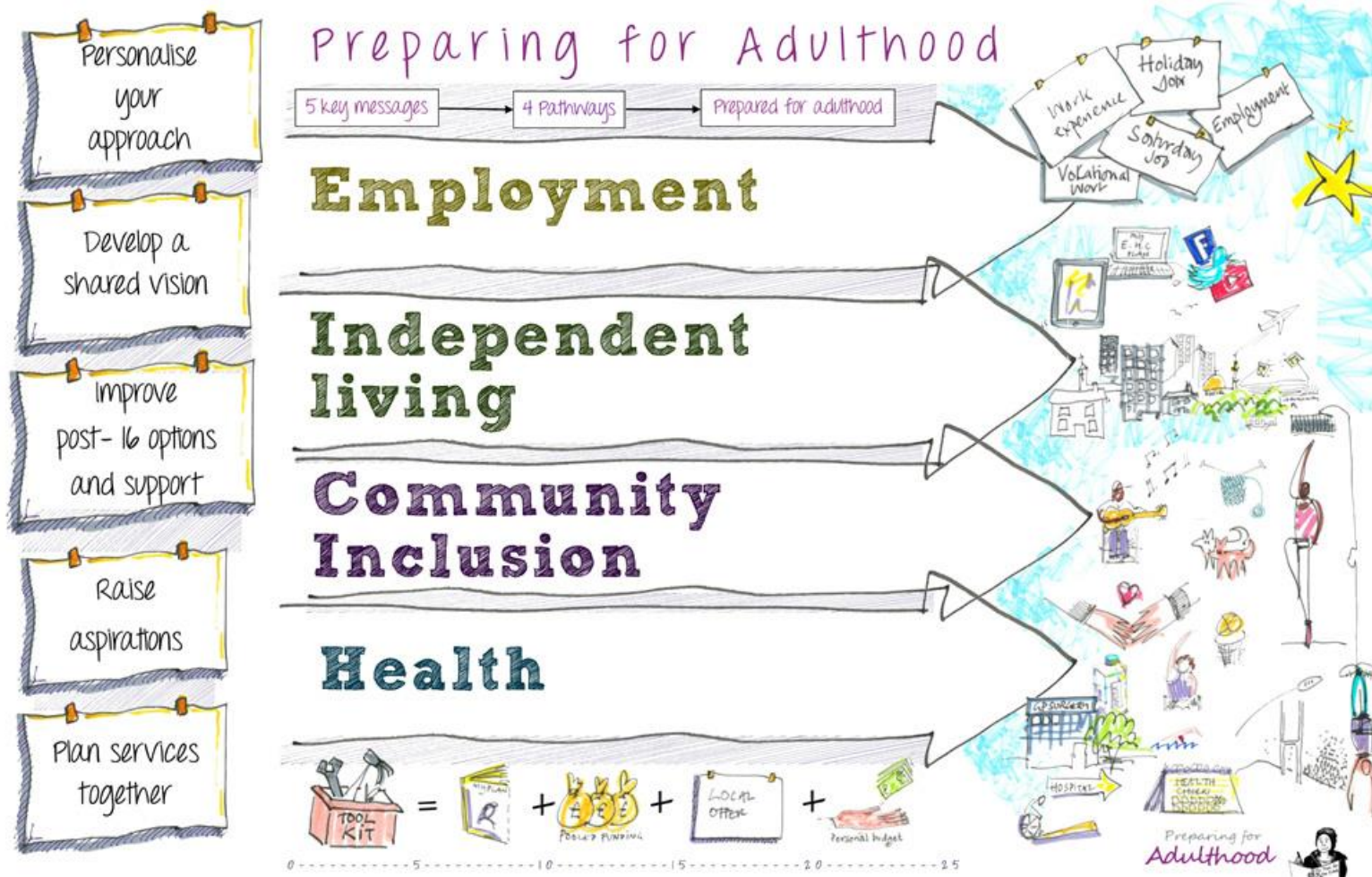
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Delivering Better Outcomes Together

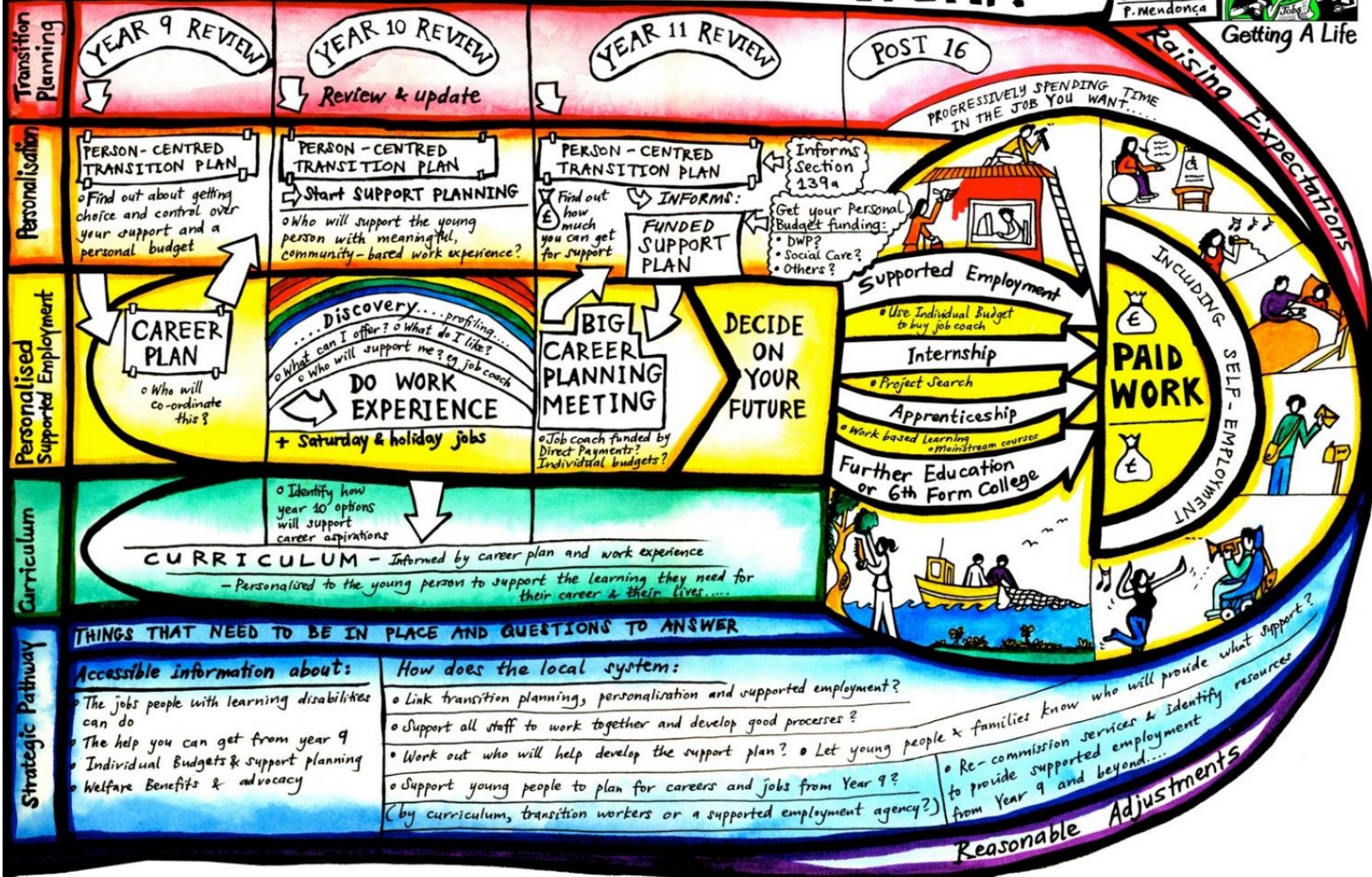


PfA pathways



PATHWAY IN TO PAID WORK

March 2010
P. Mendonça



Supporting outcomes - employment



- Raise aspirations around employment
- Careers advice
- Good-quality work experience
- A range of vocational options
- Advice and information
- Part-time jobs
- Vocational profiles
- Disabled people as role models in employment



What might this look like in a plan?



Aspiration

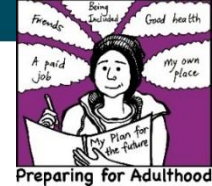
- To get a paid job when I leave education

Outcome(s)

- By September 2018 I will have had 4 meaningful work experiences in a range of community based settings so that I have an understanding of different type of job roles
- By Sept 2018 I will have a vocational profile that clearly sets out what I'm good at, what type of employers need my abilities and what support I need to get a paid job when I leave education
- In 12 months time I will be able to travel around my local community by either walking, using the bus or the train with the support I need
- By Sept 2018 I will have a communication passport so that colleagues understand how I communicate way of making myself understood in the work place by work colleagues



Steps towards the outcome



- To have planned work experience
- To have recorded what I am good at, interested in and who needs my skills
- To explore how travel to college as independently as possible
- To be able to tell the time and use a mobile phone
- To know when I am becoming angry or frustrated so that I can get support to avoid a problem
- For everyone to know what reasonable adjustments can be put in place so that I can make a positive contribution in the workplace
- For my mum and dad to know that work is possible and positive



Examples of provision and support:

SEN Provision

- Job coach to work with school to develop vocational profile
- Local Supported employment service supports school to put on workshops for families to learn what is possible and what good employment support looks like
- Independent travel training to enable the young person to travel by bus and walking around their local community

Health

- Support from a psychologist to develop good coping strategies for behaviour.

Social Care

- Assessment carried out to identify whether young person eligible for Adult social care
- Short breaks to enable a young person to develop independence skills



DEVELOPING FRIENDS, RELATIONSHIPS & COMMUNITY

April
2010
P. Mendonca

YEAR 9

Person-centred transition plan

Set up a Circle of Friends: include best friend & other people from the neighbourhood or school

Support me to keep and develop friendships

Include family support

Take part in extended school & out of school activities

Take part in the same things as other young people
Go out with friends

YEAR 10

Person-centred transition plan + support plan

What is important to me about friends and having a social life now? In the future?
Is the Circle meeting?

Use Direct Payments/ Personal Budgets

Am I going out often enough?
Am I part of my community?
(Use Inclusion Web)

YEAR 11

Person-centred transition plan + support plan

Do a PATH with your Circle of Friends
Find P.A.s
Have a support group?
Connect Circle of Friends with Circle of Support

How do we make sure friendships are maintained after school ends?
How best to stay in touch?

Move on to new things with friends

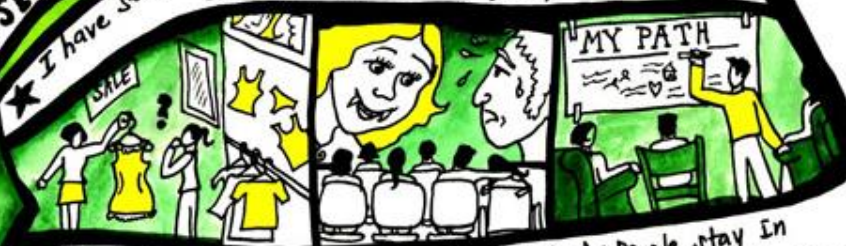
CURRICULUM:
Personalised to you so you get the learning you need for your life
How will your Year 10 options help you work towards your hopes & dreams?

THINGS THAT NEED TO BE IN PLACE & QUESTIONS TO ANSWER (STRATEGY):

- Do youth parliaments/councils include young people with learning disabilities?
- What reasonable adjustments do the youth service in order to include young people with learning disabilities?
 - Are extended/after school activities inclusive? Are special/mainstream schools working together to provide inclusion?
- How does the local system support Circles of Friends/Support & peer mentoring?

POST 16

I have some close friends ★ I know lots of people ★
I am part of a social group



I know how to stay in touch with people ★ People stay in touch with me ★



I meet friends regularly ★ Direct Payments/ Personal Budgets support this ★



I get out and have a good time!
- My PA helps me use public transport
- I travel with friends or on my own
- or my PA can drive my mobility car
- could I learn to drive?



How does the local system develop an ethos that enables welcoming, accessible, inclusive environments & the development of positive social relationships? Do anti-bullying policies include specific behaviour that indicates positive attitudes to learning disabled young people? How are friendships monitored? Do they go out?
Tools: Community Mapping / Capacity Building / Inclusion Web

Friends, relationships and community



- Think about friends and support inclusion from the earliest years, e.g. circles of friends
- Information, advice and support on making and keeping relationships
- Inclusive and accessible Local Offer
- Using the curriculum to support young people to stay in touch
- Support for independent travel



What might this look like in a plan?

Aspiration

- To have friends, be part of my community and have people who can help me have fun and get what I want in life

Outcomes

- By the end of year 12, I will be going out with my friends at least twice a week. We will going to the gym, swimming, walking, going to the cinema, music events or a club.
- By September 2018, I will have a volunteer circle of support who meet 4 times a year and regularly help me to live my life and implement my person-centred plan



Steps towards the outcomes

- To identify how I am included in my community now to increase my community presence
- To identify what I am interested in, what I am good at that will help me to be part of the community
- To identify barriers to me accessing the local community and how this can be minimised
- To have a circle of support that helps me achieve my aspirations and help deliver my plan
- To have a communication passport so that friends know how to communicate with me communicate with others so they understand my needs and understand others more



Examples of provision and support:

SEN provision

- School has plan for helping make friends at school break times and after school clubs and implements this
- School curriculum to support developing friends and using the community
- Speech therapist helps with communication and decision making chart with school which sets out how to support me to communicate with others

Health provision

- School nurse works helps to develop a health action plan

Social care provision

- Personal budget used to support young person to develop relationships with other people with similar interests and take part in new activities.



HOUSING PATHWAY

JULY 2010
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YEAR 9

PERSON-CENTRED
TRANSITION PLAN
& SUPPORT PLAN €

Begin planning for
housing and
support

Curriculum to
foster ideas about
where young
people may live
when they get
older and that
this will change
over time

YEAR 10

REVIEW
PERSON-CENTRED
TRANSITION PLAN

Curriculum options
to include
opportunities to
raise young people's
aspirations
eg. older young
people with learning
disabilities talking
about living in
their own places

Families getting
more detailed
information about
housing options

YEAR 11

REVIEW
PERSON-CENTRED
TRANSITION PLAN
& SUPPORT PLAN €

Link housing plan
and big career plan
so that people think
about where they
might live when
thinking about
what jobs they
might do

Plan for short,
medium and
longer term,
taking into account
that things
change

POST 16

REVIEW
PERSON-CENTRED
TRANSITION PLAN
& SUPPORT PLAN €

Put name on
housing register

Understand
choice-based
lettings

Know about
benefits including
housing benefits
and tax credits

THINGS THAT NEED TO BE IN PLACE & QUESTIONS TO ANSWER (Strategy)

ACCESSIBLE INFORMATION FOR YOUNG PEOPLE: & THEIR FAMILIES ABOUT:

- Housing options including family investment, shared ownership, mortgages, social housing & private renting
- The local housing strategy
- The places that people with learning disabilities live
- "What's possible"
- Support for living
- Using Personal Budgets & Direct Payments
- Benefits & housing allowance

HOW DOES THE LOCAL SYSTEM:

- Support young people with learning disabilities to spend time away from home?
eg. inclusive school trips, club trips, staying with friends, holidays with friends
- Enable young people to use their personal budgets and direct payments for time away from home
- Support families to know about choice-based lettings, family investment, buy-to-let, private sector renting (at parent evenings, and at transition review meetings).
- Is the local housing department advising families?
- Is the local housing strategy informed by the aspirations of young people & families?
- Use assistive technology effectively to support people to live in their own places



GREAT SUPPORT:

PERSON-CENTRED PLAN
CIRCLE OF SUPPORT
SUPPORT OF FRIENDS
& FAMILY

CREATIVE USE
OF FUNDING

ASSISTIVE
TECHNOLOGY

SUPPORT
POOLING

SUPPORT
COMMUNITY

Independent living



- Remember that independent living means living as independently as you can; it doesn't always mean living by yourself!
- Enable young people to think about where they might like to live and what support they need
- Support and information for parent/carers to understand the options that are available locally



What this might look like in a plan

Aspiration

- To live in my own home with the support I need

Outcome(s)

- I will have thought about and have some ideas about who I might want to live with and where I want to live by July 2018
- By December 2018, I will have a clear idea of how I want to be supported
- By July 2019, I will be using £1 and 50p coins as well as £5 and £10 notes when buying food each week.
- By July 2019 I will have a clearer understanding of key things I need to do to be safe at home, online and in the community and (when I know where I will be living) be able transfer this learning to my new home



Steps towards these outcomes

- I will have visited several types of housing so I know how they differ
- I will know what type of support I am entitled to when I leave education
- I will have stayed away from home at least twice
- I will have talked to people who I think I would like to live with to see if they would like to share with me.
- I will have done a series of practical tasks at home and in school to show that I can do some simple housekeeping and budgeting.
- I will have completed a personal safety course and can show that I understand what I can do to keep safe



Examples of provision and support

SEN Provision

- 2 year study programme at the local college includes learning about housing rights and responsibilities and different housing and support options and learning about managing money, housekeeping, travelling independently, being safe (at home, on line and in the community)
- **Health Provision**
- Occupational therapy assessment carried out in following year to inform the young person's housing specification
- **Social Care Provision**
- Short breaks to develop independent living skills and help the young person get used to being away from home.
- Housing options identified and housing included in plan
- Adult services provides information, advice and support to the family on housing rights and the different housing and support options (including tenancies), MCA and how to support young person make decisions and managing finances



TRANSITION PLANNING FOR GOOD HEALTH

JUNE
2010

Pen Mendonca ©

YEAR 9

PERSON-CENTRED
TRANSITION PLAN

Health
PLAN

Who will
co-ordinate this?

Does this plan
bring all my
health needs together
in one place?

Begin engaging with
mainstream services

Develop a
communication
passport to help new
people who meet me

Arrange for me to
have all the
equipment I need
when I leave school

Will my current
staff transfer
with me?

YEAR 10

REVIEW:

PERSON-CENTRED
TRANSITION PLAN

Health
PLAN

is in place

It includes
information from
paediatrician, CAMHS,
community nurse,
therapists, hospital.....

My GP has my plan

The practice nurse
and community nurse
share information
about my health

It is clear how my
health needs will
be met

I know about
Personal Health
Budgets

YEAR 11

REVIEW:

PERSON-CENTRED
TRANSITION PLAN

Health
PLAN

is reviewed



Me and my family
and all my health
professionals are clear
about when I will be
discharged from each
service. We will have
the names of people
who will take over
responsibility.

I know how my
health needs will
be met.

POST 16

I AM IN CONTROL OF THE
SUPPORT I NEED TO BE
HEALTHY &

I GET A HEALTH
CHECK EVERY YEAR
(this builds on my
health plan)

I KNOW HOW TO
KEEP HEALTHY

PROFESSIONALS
WHO SUPPORT ME
TALK TO EACH
OTHER ACROSS
SERVICES

PEOPLE KNOW HOW
TO COMMUNICATE
WITH ME

STRATEGY:

- How will specialist community paediatricians make sure that GPs learn about young people and are ready to take responsibility for their healthcare?
- How are GPs able to get to know young people before they are discharged so that there is shared care for a period of time?
- How are children's therapy services working with adult service colleagues to ensure that young people have a communication passport, communication aids, wheelchairs, pastoral care...?

ACCESSIBLE INFORMATION ABOUT:

- Who will work with me when I'm discharged from children's services?
- Who is responsible for funding my equipment & aids?
- Who will make sure that things are in place in good time?
- Free prescriptions • Dental services
- OT & other therapies • Diet & exercise
- Opticians • Relationships & sexual health

HOW DOES THE LOCAL SYSTEM:

- Support partnership working between specialist children's health services & mainstream services?
- Make sure that health professionals understand person-centred planning & contribute to transition & health plans?
- Connect data about the needs of disabled children & young people so that strategy & commissioning can tackle poor practice & inefficiency.

- How are CAMHS working with adult mental health services to ensure consistent, high quality support?
- Is the SHA asking PCTs to connect data on disabled children's health outcomes?
- Does the PCT collect data on disabled children's health outcomes eg. premature death
- Does the PCT provide GPs with a training & development programme & information about common conditions?
- Does the local health service enable people to develop person-centred health plans & profiles with clear outcomes?



Good health (and wellbeing)



- Support young people to think about what good health means to them
- Young people understanding and “owning” their diagnosis
- Health from a holistic perspective – mental health, physical health, sexual health and emotional health
- Health action plan



What might look like in a plan?

Aspiration

- To be as fit and healthy as I can be

Outcome(s)

- I will be eating three balanced meals a day by the end of year 12
- By the end of year 13, I will writing a shopping list and going shopping with support buying healthy options
- By the end of year 13, I will be taking exercise at least three times a week (walking, swimming & going to the gym)
- By the end of year 12, I will be using my health plan to remind me about my medicines, my diet and exercise
- By the end of year 12, I will be attending regular health checks, with my GP or nurse, to review my health plan



Steps to these outcomes

- My study programme in year 12 will include healthy eating
- My numeracy lessons will focus on using money for shopping.
- I will join the local leisure centre
- My circle of support will help me plan swimming, gym and walking and who will go with me.
- I will have support from the school nurse/ GP to discuss how I can independently contribute to my health plan and take more responsibility for my health.



Examples of provision and support

SEN Provision

- The 2 year study programme at the local college will include opportunities to learn about healthy eating, the importance of exercise and being aware of health needs.

Health Provision

- Physiotherapist and speech & language therapist to contribute to content of study programme to ensure that dietary and exercise advice is safe and appropriate and reflects my needs.
- Community nurse to liaise with my GP to arrange annual health check and health action plan. This includes how I communicate and how health professionals need to communicate with me.

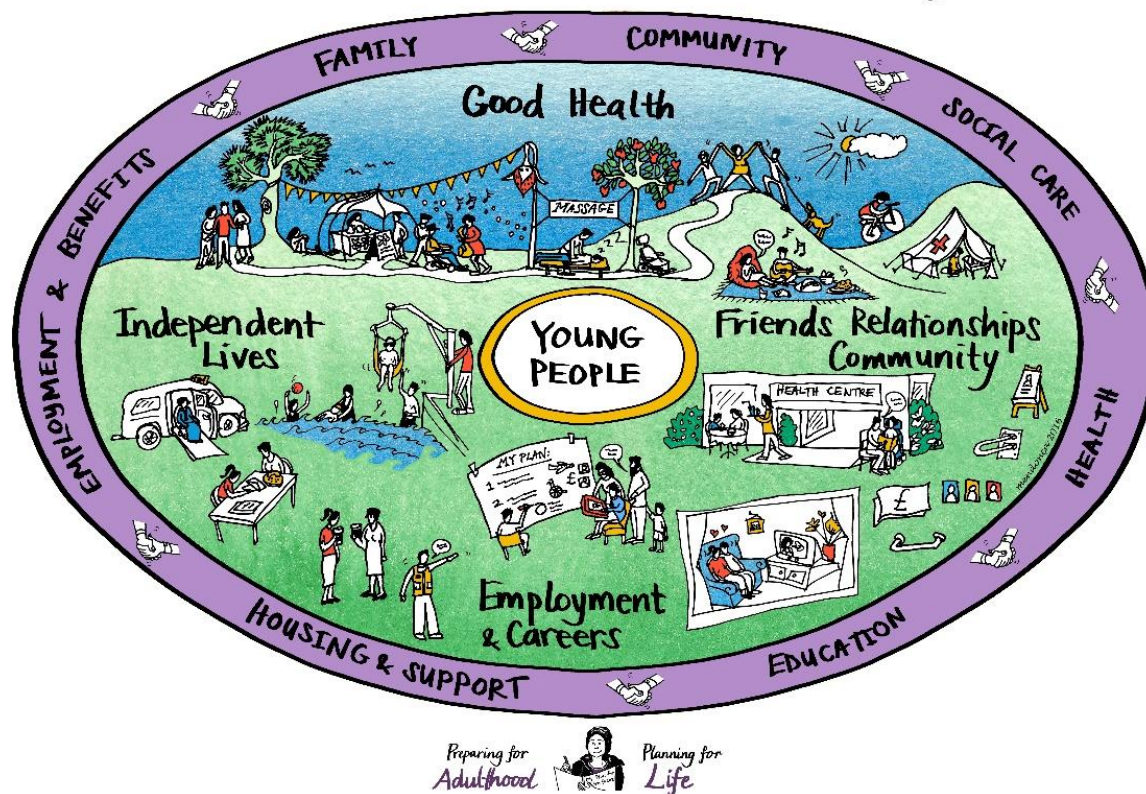
Social Care Provision

- Short breaks programme to include support for healthy eating and exercise.
- Care Manager ensures that health outcomes are taken account of when exploring housing and support options and community participation.



Advice and information, person centred planning and partnership working are essential!

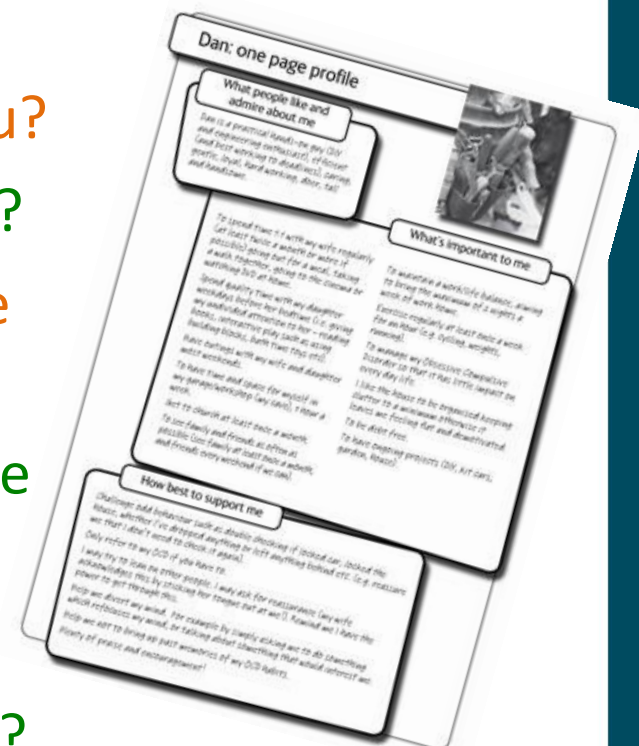
PARTNERSHIP WORKING FOR PFA



Person centred planning

A good person-centred conversation explores the following:

- What do people like and admire about you?
- Who are the important people in your life?
- What is important to you – now and in the future?
- What is important for you – now and in the future?
- What is working well?
- and not so well in your life at the moment?
- What support and help do you need?
- Who is going to do what and by when?



Post 16 pathways - Study programmes

- » Individualised and provide progression to meet career aspirations with work experience as their core aim
- » Allow for extended periods of meaningful work experience
- » Needs to be underpinned by high-quality careers advice and guidance
- » Maths and English set into work-related contexts
- » Supported employment is a useful model for this type of provision



Study Programmes
for 16-19 year olds

Department for
Education



Supported Internships

- » Form part of a Study programme
- » For those with an EHCP
- » Based on place and train approach to learning
- » Based primarily at an employer's premises
- » Meets the career goals of young people
- » Meets the business need of an employer
- » On-the-job training
- » Can lead to qualifications



Key principles

- » The majority of the young person's time is spent at the employer's premises
- » Young people are expected to comply with real job conditions, such as timekeeping and dress code
- » Systematic instruction, a method specifically designed to help people with complex learning difficulties learn new tasks, is used where appropriate
- » Stretching learning goals are set, including English and Maths
- » Both the young person and employer have support from a Job Coach and Tutor
- » Young people continue to be supported after the course of study



Critical success factors

- » Partnership approach
- » Communication
- » Personalised and flexible
- » Skilled job coaches
- » Job matching
- » Instilling the work ethic



Access to Work

An Access to Work grant can help pay for:

- » Travel (when young people are unable to use public transport)
- » Support workers
- » Job coaches

Young people will not have to pay any money back and it won't affect their benefits



Access to Work

To apply:

All the updated details on applying for Access to Work including a flow chart and the application forms can be found on the Preparing for Adulthood website:

<https://www.preparingforadulthood.org.uk/downloads/supported-internships/access-to-work-fund.htm>



Apprenticeships

- » For aged 16+ last between 12 and 18 months
- » cover both hands on experience and training in all other aspects of the job.
- » Your employer provides your 'on the job' training and pays your wages.
- » The remainder of your learning is delivered by a College or Training Provider either at their premises, at the work place or via e-learning
- » You will be assessed in the workplace by your College or Training provider
- » New rules coming out about maths and English exemptions



Ceasing plans

There are only two grounds to cease to maintain an EHC plan:

- (1) If the LA is no longer responsible for the child or young person;**
- (2) If it is no longer necessary to maintain it.**

- **“Local authorities must not cease to maintain the EHC plan simply because the young person is aged 19 or over,” (paragraph 9.200) and at paragraph 9.151 says “Young people with EHC plans may need longer in education or training in order to achieve their outcomes and make an effective transition into adulthood.”**
- **Under the law, where the child or young person no longer requires the special educational provision specified in the plan, it is not longer necessary for an EHC plan to be maintained.. For a young person over 18, the LA must have regard to whether the educational or training outcomes in the EHC plan have been achieved.**



Useful resources

- **Housing and Support Alliance** - <http://www.housingandsupport.org.uk/home>
- **NDTi website** - <https://www.ndti.org.uk/>
- **Preparing for Adulthood** - <http://www.preparingforadulthood.org.uk/>
- **Personalising education** - <http://www.personalisingeducation.org/>
- **Council for Disabled Children** - <https://councilfordisabledchildren.org.uk/>
- **British Association of Supported Employment** - <https://www.base-uk.org/>
- **Health Transition Planning** - <http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx>



Good practice examples learning from the demonstration sites:

Newcastle – reviewed and co-designed their EHCP's with young people:

- What I want to achieve in my life – my dreams and wishes
- My interests and what I like to do
- What are my strengths?
- A bit about me and my family

BANES – has created roles in schools to plan directly with young people.

Hertfordshire – has trained young people as commissioners

Portsmouth - have designed training with young people that they are rolling out to the council to help professionals understand what they want for their futures and Richmond and Kingston have worked with young people to write a participation strategy.

Leeds and Dudley – have worked with parents to think about what works and what needs to change to ensure support and services meet needs. Both hold events in the community to encourage parents to attend with their children and young people.



Newcastle – commissioned an employment support service to work in schools to support young people to think about work and raise aspirations around employment.

One young person is using a personal budget to work with a community arts project to use his drumming skills and be trained as a teacher to set up his own business -

“It’s real learning here, not like school which was just academic and no use to me”

BANES – has developed an employment pathway Rainbow Resource which sits on the Local Offer.

Hertfordshire – has further developed its supported internship programme to support young people with social, emotional and mental health difficulties – one young man is following his passion for films doing work experience in a film archive and museum

Leeds – has tackled trying to shift culture and attitudes by training staff around understanding the link between a young person’s aspirations and their outcomes.



Newcastle, BANES and Hertfordshire – have all taken existing employment programmes and extended them to support a broader range of young people such as young offenders, young people with mental ill health and Care Leavers.

Cheshire West and Chester – has used the PfA programme and also as an IPC site pooled budgets to create 6 plans for young people with integrated personal budgets across education, health and care. One young man has been brought back into the area from a residential special school and is now taking part in a range of activities leading to increase in skills, confidence and communication. His nan said: ***“I thought he was unteachable - boy am I wrong – he just needed the right environment to feel comfortable and look what he has achieved”.***



Learning from inspections

- **Cornwall** have a strong strategic plan across education, health and care – One Vision
- **Barnet** strong on inclusion and have good resourced provision – strong co-produced PfA pathway
- **Brighton and Hove** – strong CAMHS mental health transition programme
- **Cambridgeshire** – jointly commissioned face-to-face counselling and online support for young people with mental health issues and strong support around young people who challenge. Exclusions reduced by $\frac{3}{4}$ in 12 months
- **East Sussex** – specialist 14-25 assessment team supports strong working across children and adult services.



Inspections continued.....

- **Herefordshire** – good early identification model and strong on supporting independent travel
- **Hertfordshire** – strong 0-25 integrated strategy
- **Hillingdon** – strong support for young people who are NEET with individual key workers to plan with them
- **Northamptonshire** – strong health transition
- **Sandwell** – strong Care Act transitions that start at 14
- **Sefton** – continuation of health support post 19 if transfer to adult equivalent hasn't been possible
- **Southampton** – strong health transition using “Ready, Steady, Go”
- **Gloucestershire** – strong employment pathways has supported an increase in employment for young people with SEND from 5% to 21%
- **Halton** – proportion of young people in independent living and employment is much higher than the national average



Q & A



Thank You!

- Thank you for attending with us today
- A short questionnaire will launch at the end of this webinar
- Please take the time to complete this it will help us plan future online training events including other topics you would like to see
- The recording of this Webinar, presentation and questions will be on the parent participation Resources page of Contact a Family's website next week – an email confirming this will be sent to you once this is available

