

Preparing for Adulthood



Home & Away

A tool to help with planning arrangements for young people at residential schools and colleges to ensure a positive transition back home



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Section 1: Introduction

Background

You may already feel that there are lots of guides and checklists around Preparing for Adulthood and that is definitely the case. However, this resource aims to meet a specific need that emerged from working with residential schools and colleges as a small part of the Time to Connect project.¹ The work highlighted the difficulties experienced by staff in these residential education settings in working with local authorities (LAs) and families to ensure that the young people concerned were able to continue to build on the skills and experiences they had gained throughout their time away from home. Equally, difficulties experienced by staff in local authorities and clinical commissioning groups (CCGs) in supporting children and young people living away from home are considerable, not least the sheer capacity to attend meetings and do welfare visits when children are placed many miles from home. Other obstacles that can get in the way of planning for a smooth transition include a lack of partnership working between the LA and the school or college and the difficulty sustaining a working relationship owing to other constraints such as a turn-over of staff and work pressures. A common issue is also that the planning process is started too late, so the necessary next steps are either not possible or are compromised. Given these difficulties^{2 3 4}, it is important for all parties to work together and to be creative, taking time to really understand what matters to the young person and their family.

“Co-production, planning and forecasting is key, identifying clear and realistic aspirations can lead to thinking creatively with bespoke packages (locally) in place to achieve the outcomes identified.”

- Transition Coordinator (Preparing for Adulthood)

This document aims to provide a shared discussion point and frame of reference to improve outcomes for all young people returning from a residential school or college to their home area.

¹ Time to Connect aimed to link people living in formal care settings with their local communities: <https://www.ndti.org.uk/projects/time-to-connect>

² Lenahan Review: https://councilfordisabledchildren.org.uk/sites/default/files/field/attachmnt/Good_intentions_good_enough_-_a_review_of_residential_special_schools_and_colleges.pdf

³ The current SEND Review is looking at the join up in local support: <https://www.gov.uk/government/news/major-review-into-support-for-children-with-special-educational-needs>

⁴ <http://www.bristol.ac.uk/media-library/sites/sps/migrated/documents/helptomoveonsummary.pdf>

Who is this resource for?

This resource is designed for partners from education, health and care sectors who are involved in supporting young people to return to their home areas on leaving residential school or college. It will be of most direct use to staff working in residential schools and colleges and local authority representatives.⁵

“It is about linking area professionals and residential school staff to work together with young people and their families. What hopes and strengths does the pupil have? How can the offer be developed in their home area to continue to build on these?”

- Supported Employment & Preparing for Adulthood Coordinator

While it is more geared to professionals, it will be of interest to parent carers and young people who can use it to ask questions about the process they are experiencing or will go through in the near future. They can check that the appropriate topics relating to Preparing for Adulthood are being discussed and the associated actions are happening as needed.

The scope and structure of the tool

The tool is relevant to processes for those who will be transferring back to their home area; although we are aware that not all young people will want, or be able, to return to their area of origin. The resource is organised in sections based on the four Preparing for Adulthood pathways: Employment and Training, Independent Living, Community Inclusion and Good Health. It starts with key legal requirements that all parties should know, as well as including a section on planning ahead and action planning.

“Success is only possible if each professional knows their own legal duties and those of others – and young people’s rights under the law and acts in accordance with these.” - National Body Representing Specialist Colleges

Throughout this resource there are top tips, research findings and practice examples that you might find useful. In addition, we have provided a list of job titles on page 29 that we are aware of in residential education settings, LAs and CCGs that you might find handy when you are trying to locate key personnel.

⁵ Such as SEND Case officers, Preparing for Adulthood Coordinators and SEND reviewing officers.

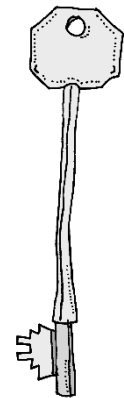
How the tool can be used

The tool can be used to ensure that any planning and review processes that are already in use are comprehensive and underpinned by the SEND Code of Practice and key legislation. **For everyone involved in supporting young people to move between a residential education setting and their home community, this resource offers guidance on how to establish a smooth process and achieve as much continuity as needed for the individual young person.** It is best used as a discussion document to help plan for developing new or amended approaches, ideally, with the involvement of staff in both the education and residential parts of the school or college and relevant LA and CCG personnel. For each pathway, such as Employment, Independent Living, Community inclusion or Good Health, there may need to be different or additional people who need to be involved.

Underpinning principles

This document is underpinned by key general principles:

- Work in a person-centred way and focus on coproduction with young people and their families
- Start early in the child or young person's time in the education setting and build in frequent opportunities for review to achieve good outcomes
- Involve all key people in whatever way you can in planning with young people and work to maintain relationships
- Know your own legal duties and rights and those of others and operate accordingly
- Build on the young person's strengths and aspirations
- Assume children and young people can make choices and provide opportunities whenever possible
- Seek out opportunities for young people to try and have a solution-focused approach
- Ensure that ALL those working to support a young person's transition understand and share the same vision of achieving a good life
- Allow enough time for all parties to work with other organisations and for actions to be taken and to allow children and young people and their families to make psychological and practical adjustments.



"It's the aspirations and ambitions of the children and young people that are paramount in determining what a good life looks like for the individual." - National Body Representing Specialist Colleges

Section 2: The Legal Framework



There are several key pieces of legislation and legal guidance that everyone involved in planning with children and young people with SEND should be aware of. Probably foremost in people's minds will be Part 3 of the Children and Families Act 2014 and the associated guidance found in the SEND Code of Practice. The intention of the SEND reforms was to improve outcomes by enhancing the involvement of children and young people and their families in planning for the future (making it a more person-centred approach) and ensuring better working practices between three key sectors: Education, Health and Care.

Chapter 8 of the SEND Code of Practice is dedicated to preparing for adulthood. It states:

'Being supported towards greater independence and employability can be life transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.' (7.37)

The Code of Practice promotes integrated working and planning for children and young people who receive social care support following a Child in Need assessment, for those who are looked after by the Local Authority and for young people who will receive support from adult social care following an assessment under the Care Act 2014. The Code says that: reviews of social care plans should coincide with Education, Health and Care (EHC) annual reviews. This is clearly very important in year 9⁶, so that the young person's plans for the future are coherent and supported holistically. LAs have a duty to cooperate with further education colleges, sixth-form colleges, 16-19 academies and independent specialist colleges approved under Section 41 of the Children and Families Act 2014.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months, including a review of the student's support. The college or school must cooperate with the local authority in the review process and the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood.

⁶ SEND Code of Practice S8.9 states: Local authorities must ensure that the Education, Health and Care plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood.

Section 2: The Legal Framework

Social workers and SEN teams will need to work together to ensure transition is well managed;⁷ as with EHC plan development in general, transition assessments for adult care and support must involve the young person and anyone else they want to involve in the assessment. They must also include the outcomes, views and wishes that matter to the young person – much of which will already be set out in their EHC plan.

Statutory requirements relating safeguarding and promoting welfare

There is statutory guidance from the Department for Education issued under Section 7 of the Local Authority Social Services Act 1970, that covers safeguarding and promoting the welfare of children and young people placed in residential schools, hospitals, and other residential establishments for consecutive periods of three months or more. There are separate duties relating to Looked After Children (see below). Where residential care is provided, a Care Plan must be written in accordance with the Children Act 1989 - Guidance and Regulations and the education setting is expected to follow the recommendations and guidance within it. 'Responsible local authorities'⁸ are required to visit children regularly, maintain contact and intervene as appropriate when there are significant changes in their circumstances. Reports of such visits must consider whether or not the LA should provide any services to support the continuing active involvement of the child or young person's family in their life and what other steps it should take under the Children Act 1989 to safeguard and promote the child or young person's welfare. Local authorities are required to act and partner agencies, like health, must also have regard to the Children Act regulations in England.

Looked After Children

Some students in residential schools and colleges will be considered Looked After Children. To protect their welfare, there are clear visiting and review requirements. Visits should be made by the social worker within a week of the start or any change of living arrangements, at intervals of not more than six weeks for the first year and then at intervals of not more than three months in any subsequent year.

Reviews are required four weeks after the child becomes a Looked After Child and there must be a second review no more than three months after that. Further reviews must be held at least every six months for the whole time that the child is looked after.

⁷ The Designated Social Care Officer role is relevant for all children and young people with SEND who are in receipt of or need social care services. For more information on the role, go to: https://docs.wixstatic.com/ugd/be6999_24f69f8819274c50a4042f89251ef375.pdf

⁸ Page 7 of the document cited above provides a useful explanation relating to determining the responsible authority.

Section 2: The Legal Framework

If a young person is a Looked After Child, the Children (Leaving Care) Act 2000 applies, which means that eligible⁹ young people are entitled to advice and support after leaving care up to their 21st birthday (25 if they are still in education). A Personal Advisor employed by the local authority will be involved in the assessment, planning and review of services as set out in the Pathway Plan, which will state how their needs will be met in the young person's path to independence. Best practice would suggest that this plan and the EHC plan are aligned and that they are reviewed at the same time.

The Care Act

Although the Care Act 2014 is largely about support for adults, it does contain some specific provisions that are relevant to ensuring that the right support is in place once young people reach the age of eighteen. It is therefore a significant piece of legislation for specialist colleges with learners aged 19-25.

The Act says that if a child, young carer or an adult caring for a child (a 'child's carer') is likely to have needs when they, or the child they care for, turns 18, the local authority must assess them if it considers there is 'significant benefit' to the individual in doing so. This is regardless of whether the child or individual currently receives any services.

Local authorities will need to consider the needs of the person, what needs they are likely to have when they (or the child they care for) turn 18 and the outcomes they want to achieve in life. They should consider what types of adult care and support might be of benefit at that point, and also consider whether other options beyond formal services might help the individual achieve their desired outcomes.

The Act does not say that the child or young person has to be a certain age to be able to ask for an assessment. It says that local authorities must consider, in all cases, whether there would be a 'significant benefit' to the individual in doing an assessment. For those individuals for whom alternative accommodation will be needed, there is a need to do the assessment sufficiently far in advance that a social worker can be assigned, and appropriate steps taken to secure the accommodation. Social workers are usually significantly involved in planning any move to new housing and if there is a risk that a person under age 18 will become homeless, there is a duty on social workers to safeguard Children in Need¹⁰.

⁹ To be eligible, young people must be aged 16 or 17, looked after by children's services for a period of 13 weeks since the age of 14, currently looked after.

¹⁰ All disabled children are defined as Children in Need under the 1989 Children Act.

Section 2: The Legal Framework

For young people aged 18 or over, the Care Act contains a broad wellbeing principle that covers the following areas:

- personal dignity (including treatment of the individual with respect)
- physical and mental health and emotional wellbeing
- protection from abuse and neglect
- control by the individual over their day-to-day life (including over care and support provided and the way it is provided)
- participation in work, education, training or recreation
- social and economic wellbeing
- domestic, family and personal domains
- suitability of the individual's living accommodation
- the individual's contribution to society.

A holistic and person-centred approach is required to ensure a clear understanding of the individual's views so that wellbeing can be identified and defined for each person.

Significantly, the Act also aimed to give greater parity between disabled and non-disabled people in relation to moving between different geographic areas without experiencing a gap in support when they move. In other words, the support that is needed should be in place from the first day in their new area. For this to happen, there needs to be good information between the relevant local authorities and for the 'receiving' authority to carry out an assessment of need. If this is not done in time for the move, the continuity duty is triggered.

Finally, it will be helpful to inform families that if their son or daughter is returning home, they are also covered by the Care Act as carers. This also applies to siblings, if they are involved in supporting the young person. Personalised support for carers under the Care Act gives carers the rights to their own support plans and personal budget if they are assessed as eligible¹¹.

¹¹ For information on what good practice in relation to supporting carers looks like: <https://www.ndti.org.uk/resources/better-local-support-for-carers-a-framework-for-good-practice>

Mental Capacity Act 2005

The Mental Capacity Act (MCA) applies from age 16 and it is helpful if everyone understands the key principles of this law well ahead of the young person's 16th birthday. Decisions about mental capacity are made on an individual basis and may vary according to the nature of the decision. Someone who may lack capacity to make a decision in one area of their life may be able to do so in another.

The five principles to which all parties should adhere are:

1. We must begin by assuming that people have capacity

"A person must be assumed to have capacity unless it is established that he/she lacks capacity."

2. People must be helped to make decisions

"A person is not to be treated as unable to make a decision unless all practicable steps to help him/her to do so have been taken without success."

3. Unwise decisions do not necessarily mean lack of capacity

"A person is not to be treated as unable to make a decision merely because he/she makes an unwise decision."

4. Decisions must be taken in the person's best interests

"An act done, or decision made, under this Act for or on behalf of a person who lacks capacity must be done, or made, in his/her best interests."

5. Consider whether the decision can be made in a way that is less restrictive of the person's freedom

"Before the act is done, or the decision is made, regard must be had to whether the purpose for which it is needed can be as effectively achieved in a way that is less restrictive of the person's rights and freedom of action."

Section 2: The Legal Framework

There are also some decisions that cannot be made for another person under this law. This is because the decision is either so personal to the individual concerned or because it is governed by other legislation. Decisions that cannot be made under MCA law include:

- Consenting to marriage or a civil partnership
- Consenting to sex
- Consenting to a child being placed for adoption
- Voting at an election.

The Human Rights Act 1998

This Act sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It is made up of a series of Articles¹². **Article 8, respect for your family and private life is important when we are thinking about supporting young people to have friends, relationships and to live the lifestyle they want.** It is about the right to live privately without government interference. The courts have interpreted the concept of 'private life' very broadly. It covers things like the right to self-determine sexual orientation, lifestyle and personal appearance. The concept of private life also covers a right to forge friendships and other relationships. This includes a right to participate in essential economic, social, cultural and leisure activities. In some circumstances, public authorities may need to help a person enjoy the right to a private life, including the ability to participate in society but it also means that people are entitled to unregulated relationships, outside of services.

Useful resources on Human Rights

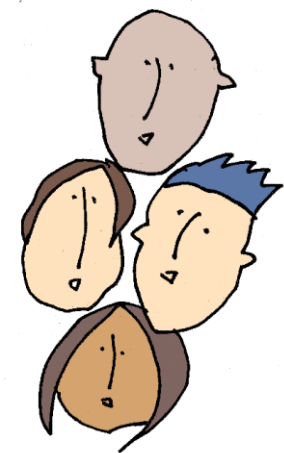
British Institute for Human Rights (BIHR) website: <https://www.bihhr.org.uk/>

and their Easy Read Guide to the Human Rights Act:

<https://www.bihhr.org.uk/Handlers/Download.ashx?IDMF=4d5e5a20-93c0-44b5-8e22-e903ea41885f>

A short film for young people which explains how the Human Rights Act works, what human rights we have, and what the Human Rights Act has done to change young people's lives:

<https://www.youtube.com/watch?v=TihvizSXzVo>



¹² For a full list of the Act's Articles go to: <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

Section 3: Planning for Employment

What does the SEND Code of Practice say?

‘Preparing for Adulthood means preparing for higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.’

Key considerations	What is the current practice?	Useful resources
<p>What is in place to raise awareness and aspirations around work?</p> <ul style="list-style-type: none"> • Does the curriculum enable all children and young people to have employment related activities? • Are parents/families given information about the curriculum and the school/college and LA’s ambitions around employment and enabled to understand how they can support them? • Do you have access to posters and people who can raise awareness about what’s possible in the world of work? • Can all young people access work tasters? 		<p>Info on role of schools and colleges: https://www.base-uk.org/sites/default/files/projects/how_to_support_young_people_with_special_educational_needs_into_work_final.pdf</p> <p>For posters: https://www.base-uk.org/knowledge/afi</p>

<p>What are you doing to discover what interests, skills and experience young people have to ensure that they can move into a suitable job/career?</p> <ul style="list-style-type: none"> • Are vocational profiles used from year 9 at the latest? • Is existing careers information and profiling work built upon? (This may have come from another setting.) • Is the vocational profile kept up to date and shared with other agencies who offer employment support either local to the school/college or in the home area? • Are the careers information, advice and guidance services offered in line with Gatsby Benchmark standards? • Are work experiences selected according to the information on the vocational profiles? 		<p>Vocational profile information: https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocational-profile.htm</p> <p>SEND Toolkit: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf</p> <p>Gatsby benchmarks: https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>
<p>What steps are you taking to match young people’s skills and interests to work tasters, work experience, internships, traineeships or apprenticeships?</p> <ul style="list-style-type: none"> • Are work experiences meaningful: in line with aspirations, helping young people learn valuable skills, providing a real sense of the world of work? 		<p>Guide to work experience: https://www.preparingforadulthood.org.uk/downloads/employment/work-experience-guidance.htm</p>

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<ul style="list-style-type: none"> • Do young people have support from job coaches trained to National Occupational Standards? • Do you work with other providers to ensure that young people can access courses that support their aspirations either during the academic year or during vacations? • Are there people in your organisation with knowledge about how to claim funding for job coaching? 		<p>Info on the National Occupational Standards: https://www.base-uk.org/nos</p> <p>Access to Work: https://www.gov.uk/access-to-work</p>
<p>Creating opportunities through different types of programmes that lead to jobs such as:</p> <ul style="list-style-type: none"> ✓ vocational courses with a work placement ✓ supported internships ✓ traineeships, ✓ inclusive apprenticeships and supported employment services <ul style="list-style-type: none"> • Is there access to a full range of employment programmes (as listed above) for young people to access whilst away from home and in the home area? • Are accredited learning options available that include qualifications likely to be valued by employers? 		<p>Routes into Work Guide: https://www.preparingforadulthood.org.uk/downloads/employment/routes-into-work-guide.htm</p> <p>Find a traineeship: https://www.gov.uk/find-traineeship</p>

Section 3: Planning for Employment

<p>E.g., Health and safety, first aid, food hygiene.</p> <ul style="list-style-type: none"> • Are young people and their families given information about the options that exist and helped to understand the differences between them? • Are the details of all programmes on the relevant Local Offers? • Do you have prompts in place to make contact with relevant counterparts at the educational setting and vice versa so you can work together to build on the young person’s progress? • Is there support from a job coach available in both locations? • Is rapid job finding started once the person is settled in their new accommodation? 		<p>16 to 19 study programmes: guidance (2020 to 2021 academic year): https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2020-to-2021-academic-year</p> <p>Working with a job coach: https://www.preparingforadulthood.org.uk/downloads/employment/445.htm</p>
<p>Employer engagement is regarded as an important activity and proper consideration is given to how work placements can be transferred between home and school or college areas.</p> <ul style="list-style-type: none"> • Are employers approached to discover their business needs such as recruitment issues, difficulty with retention or health and safety concerns that could be addressed through the recruitment of young 		<p>Guide to employer engagement: https://www.ndti.org.uk/assets/files/Engaging_with_Employers_Guide_FINAL.pdf</p> <p>Ambitious About Autism Employment support (join the Employ Autism network): https://www.ambitiousaboutautism.org.uk/what-we-do/employment/employ-autism-network/join</p>

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<p>people with SEND using the principles of supported employment</p> <ul style="list-style-type: none"> • Are workplace analysis and task analysis undertaken by a qualified job coach? • Have you researched disability confident employers who have employed disabled people in the area local to the school/college and/or in the home community? 		<p>Employers we work with, Mencap: https://www.mencap.org.uk/advice-and-support/employment/employers-we-work</p> <p>Disability confident employers: https://www.gov.uk/government/publications/disability-confident-employers-that-have-signed-up</p>
<p>Do you have clear procedures for monitoring progress towards work?</p> <ul style="list-style-type: none"> • Is a record of all work-related activities kept and shared with all relevant parties, with consent from the young person? • Is there a clear means of communicating progress and are plans with young people, their parents and professionals? • Are job successes recorded and celebrated with all relevant parties? • Is there a clear record of who will be providing follow on job coaching after the young person has obtained a job? 		



Top Tips & Practice Example

Top Tip 1:

Develop and share a vocational profile. By completing a vocational profile as early as possible with the child or young person and by keeping it up to date after each vocational activity, you will have a useful document to share with anyone who will be supporting the young person to get a paid job in future. This not only saves time but also improves the likelihood of a good match between the individual's experience and interests and potential job opportunities.

Top Tip 2:

Find out about the availability of trained job coaches in the area of residence of the young person at the beginning of the time in school or college or at the very least at the start of their last academic year. Many supported employment agencies are members of the British Association of Supported Employment (BASE) and you will be able to make contact through their listings.

See: <https://www.base-uk.org/member-organisations>

If none are available in your area, speak to the relevant commissioner about local opportunities for supported employment and whether they will commission the setting up a job coach pool.

Top Tip 3:

Develop an understanding of whether there is any potential to have a personal budget for a young person to be supported into a holiday or weekend job (if a weekly boarder). This could pay for more support at the beginning with it tapering over time. Once the person is in work, Access to Work could be a potential source of funding but this would be more relevant once the person has settled back into the home area and got a potential job offer.

See: <https://www.gov.uk/government/publications/access-to-work-factsheet/access-to-work-factsheet-for-customers>



Practice Example 1:

Derwen College in Shropshire works closely with Whitbread, the company that owns and runs the Premier Inn group of hotels. The College created a smooth transition for young people between internal and external work experience placements and between the employment opportunities offered through college and those available in their home areas.

Students initially have internal work experience when they are in the last term of the second year and progress to external work experience in a Premier Inn. The transition is facilitated by the provision of a building on site that is used to train core skills needed in the Premier inn environment. Moreover, it exactly replicates a Premier Inn and is, in fact, a working hotel called Hotel 751 although it is not part of the Premier Inn group.

If young people want to get a job with the hotel chain once they leave college, they are introduced to appropriate Premier Inns in their home area and work starts ahead of their planned departure to engage with relevant managers to allow graduating students to gain jobs. This approach has been successful and several young people have started working for the company.



Section 4: Independent Living and Preparing to Move Home

What does the SEND Code of Practice say?

'PfA means preparing for independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.'

Key considerations	What is the current practice?	Useful resources
<p>Does your curriculum promote independence in relation to:</p> <ul style="list-style-type: none"> • Making choices? • Personal care? • Skills for living in your own home? • Online safety? • Safety in the home and community? 		<p>My Independence, ASDAN (a suite of four certificated programmes for young people with a range of special educational needs mapped to the PfA pathways: https://www.asdan.org.uk/courses/programmes/my-independence</p> <p>Toward Independence: https://www.asdan.org.uk/courses/programmes/towards-independence</p>
<p>How is information about housing options shared between local authorities and education settings?</p> <ul style="list-style-type: none"> • Is there a clear expectation that all who are supporting a young person will have information about housing options and if not, will know where to get it for the relevant geographic areas? 		<p>Info on housing options: https://www.preparingforadulthood.org.uk/downloads/independent-living/no-place-like-home-guide.htm</p>

Section 4: Independent Living and Preparing to Move Home

<p>How do you obtain young people’s views?</p> <ul style="list-style-type: none"> Do you routinely ask young people about their aspirations in relation to where and with whom they wish to live? 		<p>Planning My Future Life resource with practical person-centred tools to build aspirations and plan for the future (accompanied by explanatory videos): https://www.preparingforadulthood.org.uk/SiteAssets/Files/Helpful%20Tools%20Editable/Planning%20My%20Future%20Life%20-%20Helpful%20Tools%20-%20Editable.pdf</p>
<p>Are processes in place to ensure that young people are able to have a timely transitions assessment under the Care Act, 2014?</p> <ul style="list-style-type: none"> Is there a named worker within the education setting and the LA who can ensure that this assessment happens in good time for all young people but especially when a young person is likely to move to new accommodation after school or college? 		<p>Background information on Care Act https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets#factsheet-11-transition-for-children-to-adult-care-and-support</p>



Top Tip & Practice Examples

Top Tip:

Consider using short breaks money during holidays to promote skills in the home area such as:

- Personal hygiene
- Bed making
- Shopping
- Meal preparation
- Money management
- Travel training
- Becoming accustomed to certain venues such as a gym or shop



This can be done with a personal assistant Ideally previously known or through accessing a relevant venue in the community where skills development is practiced, provided that the young person can transfer the learning from one setting to another. If not, it is better that the activity goes on in the home environment. What areas of money could young people control? E.g., could you establish agreements with parents at the point that a student starts in the school/college about money being transferred to every young person so that they can manage a small budget that they control?

Practice Example 1:

Shropshire County Council adult social care works well with Derwen College to plan with young people and their families moving into a

place of their own. From year 9, the review covers where young people want to live when they are 18. In addition, all children and young people who have a social worker are identified so the college has found that most young people (not just those from Shropshire) have a social worker when they arrive and there are discussions at reviews to allow those young people who don't want/or cannot return home to look at housing options. Some young people may already have a clear idea of who they want to live with but, for those who don't, everyone who is likely to need accommodation gets together socially to see how they get along with each other and whether they could live together.

The council, having the information it needs on numbers, groupings and needs is then able to commission the housing.

Practice Example 2:

Warrington council worked successfully with Seashell Trust to enable a group of young people who wanted to move in together in their home area after leaving college. The council approached the college to obtain advice on what environmental adaptations might be needed for the young people when they were seeking a suitable property. Council staff visited the four bedroomed properties that the young people had been living in during their time at the residential college and worked with staff at the college when they were recruiting support staff for the new property. The college in turn, smoothed the transition to their new accommodation by staying in touch with the young people and assuring them that they would be welcome to come back to college for the summer fair.

Section 5: Community Inclusion

What does the SEND Code of Practice say?

'Preparing for Adulthood means participating in society, including having friends and supportive relationships, and participating in and contributing to, the local community.'

Key considerations	What is the current practice?	Useful Resources /top tips
<p>How do you ensure someone is leading on Community Inclusion for each young person?</p> <ul style="list-style-type: none">• Is it always clear who should take responsibility for working with individual young people to promote community inclusion in both the area around the school/college and their home area?• What are you currently doing to identify young people's interests and to investigate ways to develop these in the relevant local communities?• How do you enable young people to pursue and sustain their interests when they are in their home community during weekends or holidays?		<p>The Inclusion Web: https://www.ndti.org.uk/the-inclusion-web</p>

Section 5: Community Inclusion

<ul style="list-style-type: none">• How do you support young people to sustain and strengthen their interests in their home area in preparation for their return home?• How are young people supported to maintain links with family and friends?• Are travel issues fully considered in planning for young people to keep in touch with friends and family and access community opportunities during and after their education?• What work is done to help young people understand issues of personal safety when accessing their community? E.g., use of assistive technology, safe places.• Is there a clear, safe and proportionate approach to the way risk is assessed or managed and how is this communicated to young people and their families?		<p>Seven questions for assessing risk for outings: https://www.ndti.org.uk/assets/files/7QUEST_1.PDF</p>
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Top Tip, Practice Example & Case Study

Top Tip:

Working with family members and carers is key to this transition working well for young people (see case study). Family members may not have previously recognised or been encouraged to explore the instrumental role they can play in supporting a good transition back home.

Staff working in education settings can share goals on independent living skills with parents and carers and support them to think about how these can be supported in holidays and included in plans moving forward. This work can be built into Annual Reviews with a contribution made by the home local authority on how to maintain momentum in order that the young person does not lose skills when transitioning back home.



Practice Example:

At Seashell Trust in Stockport, there is a big emphasis on keeping up connections with the families of their students. Many of the students have sensory and non-verbal communication so the approach taken is very individualised. At the very beginning of their time with the college, they ask parents how frequently they want to keep in touch with their son or daughter and by what method e.g., by Skype, Facetime, email, telephone, etc. They also involve parent carers in shaping the goals and associated curriculum that everyone will work on over the course of the child or young person's time at the school or college. For some time, staff have been using online calls to keep in touch and have been successful in gaining sponsorship from local businesses for individualised kit and tools that young people need to make this work for them. Many children and young people keep in touch with their families at least once a week on a Friday and share photographs or video diaries that demonstrate what they have been doing. These are also really useful for allowing young people to express themselves and for keeping the conversation focused on the individual when they join any planning and review meetings. More recently, videos and pictures are being uploaded to a progress tracker and families can access their child's records through a portal.



Case Study

Ben spent 3 years away at a residential college from the age of 19 to 22. His parents were keen for him to go there to become more independent from them as he had never been away from home before and they were concerned about what would happen if they were no longer around to look after him. Early on in Ben's transition to the college, his parents made a point of going to meet the family liaison team, the academic staff as well as the enablers in the residential setting. Over time, they developed a very positive relationship with the college staff who understood and worked on the outcomes that would help Ben to have as positive a life as possible. Ben's parents spoke to him every day and he returned home some weekends so that he could attend matches at the local football club where he was a season ticket holder.

During the college holidays, his family received direct payments from the local authority that they used to allow him to attend drumming groups and a band made up of disabled musicians.

At the end of his 3rd year at college, the plan had been for Ben to move back to his village but not to return to the family home. However, there were significant delays in the finalising of a new supported living property and Ben had to return to his family for over two years but has now moved in.

Since Ben has been back in his home area, he has become a very familiar figure around the village and lots of people stop to talk to him; he is known in the local pub where he goes with support staff and house mates and at the weekends, he can be seen out and about on an adapted cycle.

His Dad says: **"Ben is famous around here!"**

Section 6: Good Health

What does the SEND Code of Practice say?

‘Preparing for Adulthood involves preparing to help the young person stay as healthy as possible.’

Key considerations	What is the current practice?	Useful Resources /top tips
<p>What is in place around preventing ill health?</p> <ul style="list-style-type: none"> • Is there an agreed approach to how each young person will be equipped with knowledge and understanding about how to look after their own health? (E.g., factors to support good physical and mental health into adult life, medication.) • Are there plans to ensure that the progress achieved by young people in supporting their own health is reinforced, irrespective of where they are living? • Are there clear protocols in place to help young people transition from child to adult health care services including Continuing Health Care, if relevant? (E.g., is there a health transition plan and who is working/worked on this with the young person?) 		<p>Ready, Steady, Go: https://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx</p> <p>Health check resources guide: https://www.ndti.org.uk/resources/health-check-resources-guides</p> <p>Free easy health guides by Beyond Words: www.booksbeyondwords.co.uk/resources-dl</p>

Section 6: Good Health

<ul style="list-style-type: none">• Is there a clear process to ensure continuity of health care between the education setting and the home area in relation to: 1) Primary care (GP and allied services) and 2) Any therapies?• Is information shared between the school/college and primary care services and is a record kept about appropriate reasonable adjustments and access to annual health checks that can be offered by the NHS?• What is in place to support healthy living after leaving school/college and how will the effectiveness be monitored? E.g., is there a health action plan? Is a learning disability nurse involved?		<p>Health action plans explained: https://councilfordisabledchildren.org.uk/help-resources/resources/health-action-plans#:~:text=Health%20Action%20Plans%20(HAP)%20are,ongoing%20appointments%2C%20concerns%20and%20treatments</p>
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Top Tips

Top Tip 1:

If the young person does not have a health action plan (HAP) but does have additional continuing health needs, find out if HAPs are in use in the home area and if so, what format is used. Discuss how this plan can be developed during periods when the young person is at home. Schools and colleges may well have valuable information to contribute so should have a chance to do so.

Top Tip 2:

It will be especially important for some children and young people to be able to access the kinds of therapies that they receive in school/college both during holidays and at the point that young people are transitioning back to their home area. Consider doing some of the following to ensure this happens:

- Make referrals early to home therapy teams
- Try to keep relationships going with therapists so that they can work on shared programmes of activities in holidays.
- Arrange face to face or online handovers including remote training between relevant people in both home and education settings.
- Offer therapy support through tele-practice, guiding families and any paid supporters through strategies so that communication, physio or sensory integration strategies can be used at home.

Top Tip 3:

Be aware of different language and terminology. It is important to be aware of the different terminology used in education and health and that this can cause confusion. One such difference is the use of the term “learning difficulty” and “learning disability”. Lack of clarity around diagnosis can be a barrier to people joining the learning disability register entitling them to an Annual Health Check (AHC) from 14 years. A diagnosis of “learning disability” is also used to determine eligibility to other services as the young person transitions from child to adult services.

The Mental Health Foundation [MentalHealth.org](https://www.mentalhealth.org.uk) differentiates between these as follows:

- A learning disability constitutes a condition which affects learning and intelligence across all areas of life
- A learning difficulty constitutes a condition which creates an obstacle to a specific form of learning, but does not affect the overall IQ of an individual.

In education the terms “learning difficulty” and “learning disability” are sometimes used interchangeably as a result of the following definition set out in the SEND Code of Practice 2014: ***“A child of compulsory school age has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*** Children usually have a SEND label attached to them but as adults, particularly over the age of 25, this is no longer used. It will typically be replaced by “learning disability” and/or “physical or sensory impairment”



Section 7: Planning Ahead

Top Tip & Practice Examples

Top Tip:

Understanding each other's roles and building positive partnerships.

Good transitions back home rely on effective work between education providers, young people parents/carers and representatives from each student's local authority services. Identifying the right people in each setting can be key to success. Please see the table below for example job titles. Providers need to get to know how transitions are managed in the relevant local authority (likely to be slightly different in each one) and to develop positive relationships with key teams within the home area to support good transitions home. In larger local authorities, it is not uncommon for there to be separation between children and adult services. In many areas transition teams have been established within adult social care to counter this issue and in others, different processes have been developed to support a person-centred process (e.g., 0-25 SEND teams).

Job Titles of People Leading on Transitions	
Local Authority	Schools & Colleges
Local Area Coordinator, Adult Social Care	Transition Officer
Transition Coordinator (PfA)	Transition Lead
SEN Officer - Post-16	Transition Manager
SEND and Inclusion Link Adviser	Pathways Manager
Preparing for Adulthood Service Manager	PfA Manager
Supported Employment & PfA Coordinator	Transitions and Destinations Manager

Practice Example 1:

A local authority in the South East which does not have Transition Team have a **Transition Tracking process** which has been developed between children and adult services with meetings held twice each month between professionals from education, social care and Continuing Health Care. Every young person who is due to transition back to their home community following a period in specialist college provision will already have a designated Adult Social Worker and this system facilitates joined up working between the provider, education and social care during the 18 months prior to the transition. There is an emphasis on regular review by Adult Learning Disability teams for those young adults requiring somewhere to live when their specialist provision concludes.



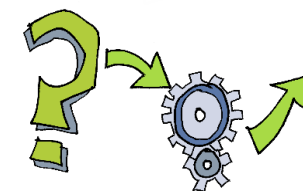
Practice Example 2:

Bath and North East Somerset council have found that **the key to successful outcomes for young people out of area is getting an annual review to take place before Christmas** for young people who are moving to a different placement or out of their education setting. To make the review successful, there needs to be:

- a lead worker to coordinate things
- close working between education and social care within the home area
- attendance at reviews by an LA rep and often for transition reviews both SEND and social care people. It is particularly helpful if the Transitions Worker from Adult Social Care attends. Attendance is virtual at the moment but nonetheless, it allows for a good discussion with the family about what is on offer locally.

It is also helpful if a Care Act assessment is carried out prior to planning the next steps as the SEND team then have a better idea about what support will be available locally. The key is usually that the living arrangements need to be in place so that education, employment or training can work around where the young person is going to reside.





Section 8: Actions & Activities

Use this box to list any actions or activities that you and/or your team can do to strengthen planning for young people to have a positive transition back to their home areas.

Activity / ideas	Next steps

Acknowledgments

We are very grateful for the support of the Accelerated Working Group* members who provided ideas, information, comments and the names of families, colleges and training providers to whom we should talk. We are also indebted to the families, education providers and local authority representatives who helped us with the top tips, practice examples and case study - we wish to thank them all for the way they generously gave their time to talk to us.

*Bradford Council, CDC, Department for Education, Natspec, NASS, NNPCF and Wakefield Council



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