

Portsmouth Preparing for Adulthood Review Feedback

*Julie Pointer NDTi Preparing for Adulthood lead
January 2022*



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Preparing for Adulthood



- **Preparing for Adulthood** is a programme based on the evidence of what works to support children and young people to have good lives and to move into adulthood with jobs, independence, friends and good health
- This must begin in the early years as this is when the foundations are laid for the rest of life



PfA Outcomes across the age ranges

Things to remember

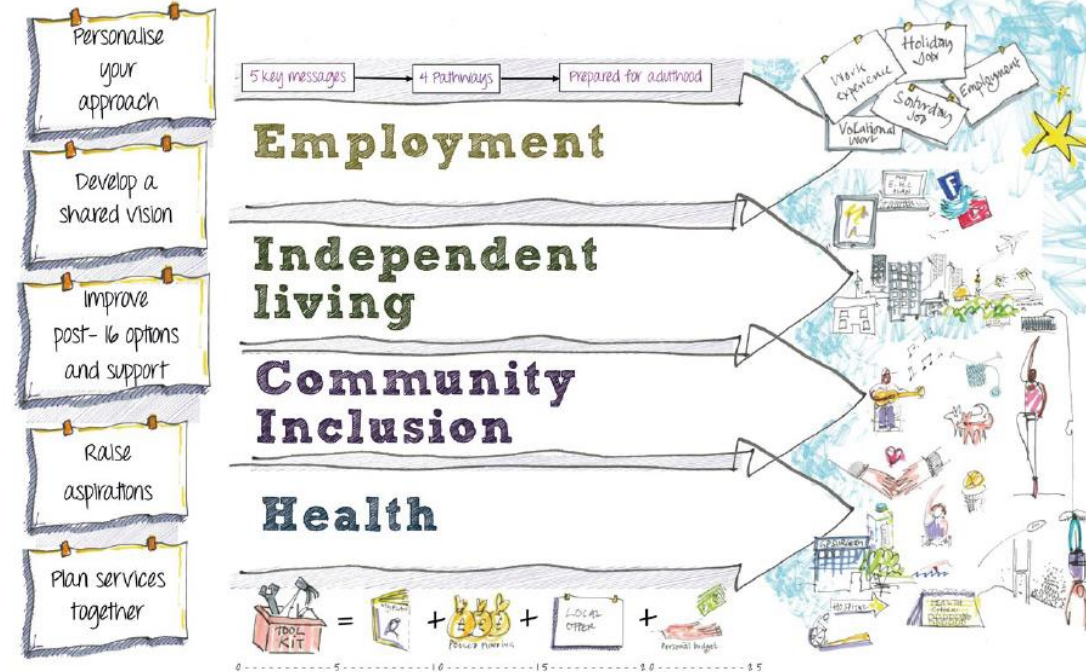
- Personalise the outcomes according to aspirations – leading to an independent a life as possible
- Children and young people develop at different rates
- Each new age/stage continues to develop and build towards adult life
- Framework can be used to develop new plans including SEN support plans and at review meetings
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age
- Promote a focus on outcomes that are transferable to the real world
- Share the framework in the Local Offer and support parents and young people to understand them
- ‘making choices’ and ‘managing change all applicable to all four PfA outcomes.



PfA Outcomes framework



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



Early Years 0-4



Employment	Friends, Relationships and community	Independent Living	Good Health
Following instructions – consider needs around sensory impairment/autism	Making friends – circles of friends	Feeding and drinking	Checks at birth (hearing etc)
Adapting to new environments	Social interaction	Toileting	Diet and food variety
Playing with other children	Visits and day trips	Real world play (kitchens, DIY, cleaning etc.)	Development checks at 2
Real world play nurse/doctor etc.	Generational norms	Washing and getting dressed	Immunisations
		Making choices	Knowing what's ordinarily available

Primary reception Year 2 Key Stage One 5–7-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Numeracy	Team playing	Washing / brushing teeth	Child obesity checks
Real world visit: Fire Station, Farm, Hospital	After school clubs and weekend activities groups	Telling the time	Diet – making healthy choices
Conversations like <i>“what do you want to be when you grow up?”</i>	Developing friendships / friendship groups	Playing in shops	Dentist and opticians
Meeting role models			Immunisations
			Exercise and sport

Primary Y3 to Y6

Key Stage Two

8- to 11-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Talk about different careers and education options	Youth and after-school clubs	Sleep-overs and residential trips	Managing minor health needs e.g. asthma
Access to career related role models	Learning to be safe on and offline	Cooking at school and home	Immunisation
Start to build a personal profile of interests and ambitions	Knowing the local area – community connecting	Understanding money – paying for snacks in school	Understanding how to stay healthy
School sessions from visitors on their careers	Walking short distances alone	Shopping	Articulating pain/health problems
	Friendships and understanding bullying	Moving around the school independently	Understanding puberty
	Managing change	Travel training, transport and road safety	

Secondary Y7 to Y11

Key Stages 3 & 4 11–16-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Subject option choices	Making decisions on using free time	Travel training	Sex and relationships education
Exploring different careers	Managing social media	Making decisions regarding money	Immunisations
Thinking about Higher Education - transitions	Staying safe online	Making own food	Managing more complex health needs
Structured careers sessions	Belonging to groups	Socialising unsupervised in community	Using the GP – including annual health checks
Planning for employment	Friends and relationships	Independent living skills	Mental health and wellbeing
Work experience – after school and Saturday/holiday jobs	Resilience and mental wellbeing		Drug and alcohol education
Vocational options			Being healthy online
Continue to build vocational profile			

Post-16

In schools and post-16 providers

16–19-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Build on vocational profile	Developing new friendships and relationships	Managing bills (e.g., mobile phones)	Taking responsibility for health appointments - GP
Employment pathways: Apprenticeships Traineeships Supported Internships	Managing your time	Managing potential income such as benefits	Managing own health
Further work on academic and vocational qualifications	Staying safe in the community	Actively planning for future living arrangements, knowing what your options are	Health transitions
A levels and planning for Uni	Understanding drugs and alcohol	Mental capacity and decision making, understanding consent	Staying physically healthy and active
CV writing	Volunteering	Managing your time	Understanding relationships including sexual relationships, choices, staying safe
Skills for applying for jobs	Knowing your rights	Support from adult social care	
Broader support from LA	How to get help		

Post-19 19-25 year olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Consolidate or finish formal learning	Understanding the local offer	Arranging potential independent / supported living options	Managing own health
Adult education/community learning	Developing and maintaining friendships and relationships	Planning other living arrangements	Transition to adult health services – GP, CAMHS to AMHS etc.
Completing outcomes in EHC plan		Understanding correspondence/bills etc.	
Knowing how to get support from Job Centre Plus post education	Volunteering	Study programme to include independent living skills	
Paid work or HE	Accessing adult social care	Short breaks to support independence	
Understanding benefits			



SEND Code of Practice
2015
Chapter 8
Preparing for
Adulthood from the
Earliest Years

Why the pathways are important

- They enable us to remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- They help us to remember what a good life is for all young people
- They help us to find out about the child or young person's aspirations
- They help put the right support in place
- They help us to develop education targets that link to life outcomes and take the young person towards their aspirations





What works?

- Person-centred planning
- Children and young people benefit from advocacy, communication passports, decision making agreements, technology, peer support
- Equality Act and the Mental Capacity Act as well as what is positive and possible
- Disabled adults who are working to provide inspiration and role models
- Good welfare rights advice available
- Support independence and having a voice from the earliest years
- Think about friends from the earliest years
- Set up and support circles of friends
- Workforce to be more aware of the importance of supporting friendships for motivation and learning
- Universal health services are inclusive – Local Offer









Person-centred planning tools

Planning My Future Life





Communication passport

 AT THIS TIME	 I DO THIS	 IT MEANS	 YOU NEED TO





Decision making agreement

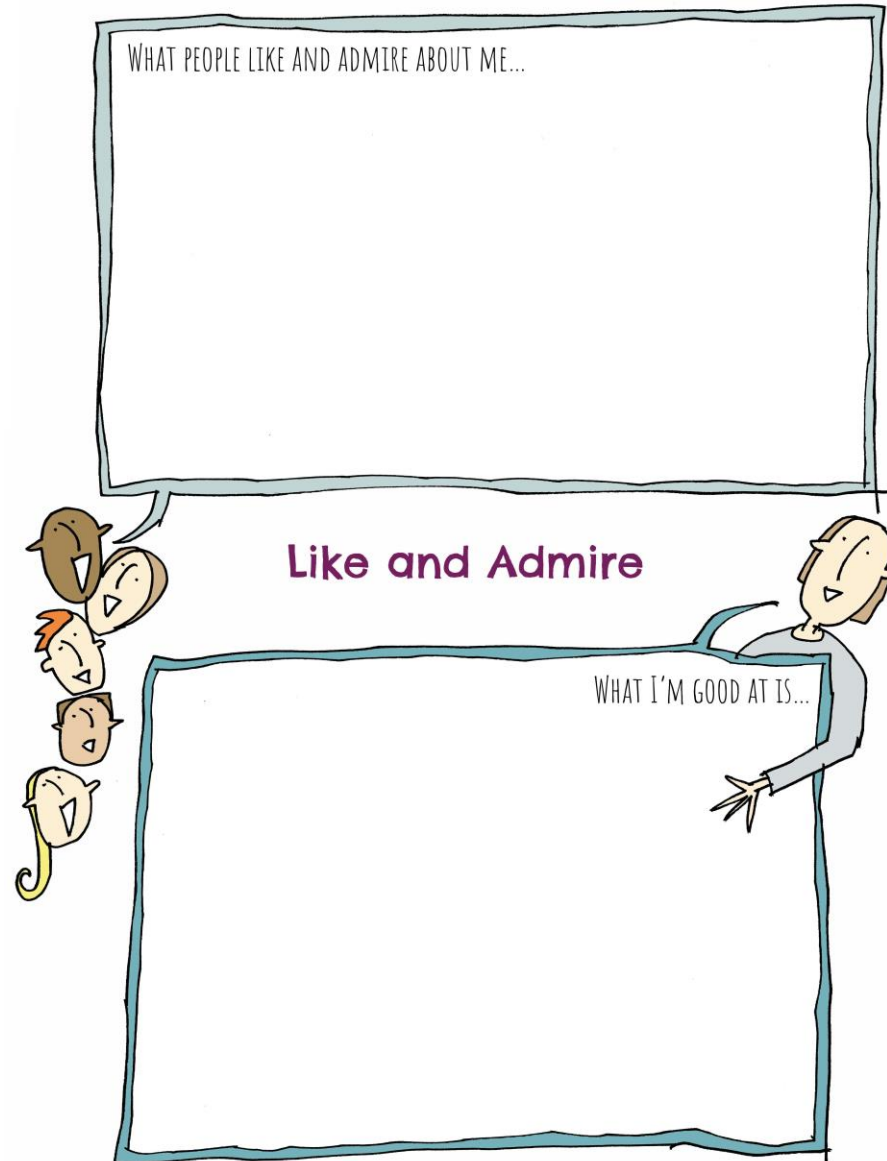
Decision Making Profile

HOW I LIKE TO GET INFORMATION	HOW TO PRESENT CHOICES TO ME	WAYS YOU CAN HELP ME UNDERSTAND	THE BEST TIME FOR ME TO MAKE DECISIONS	THE WORST TIME FOR ME TO MAKE DECISIONS



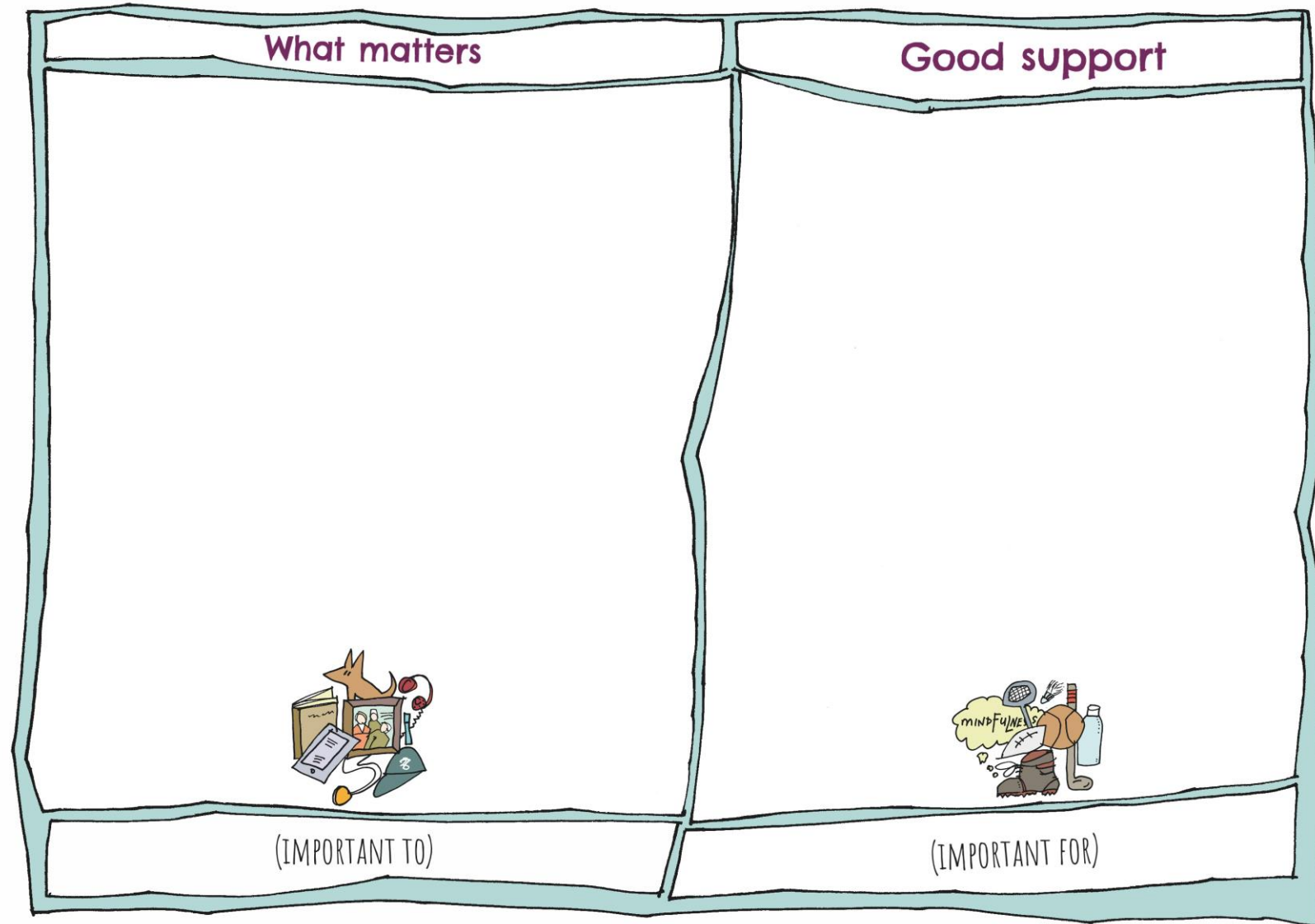


What is great about this person? – Like and Admire







Important to and
Important for





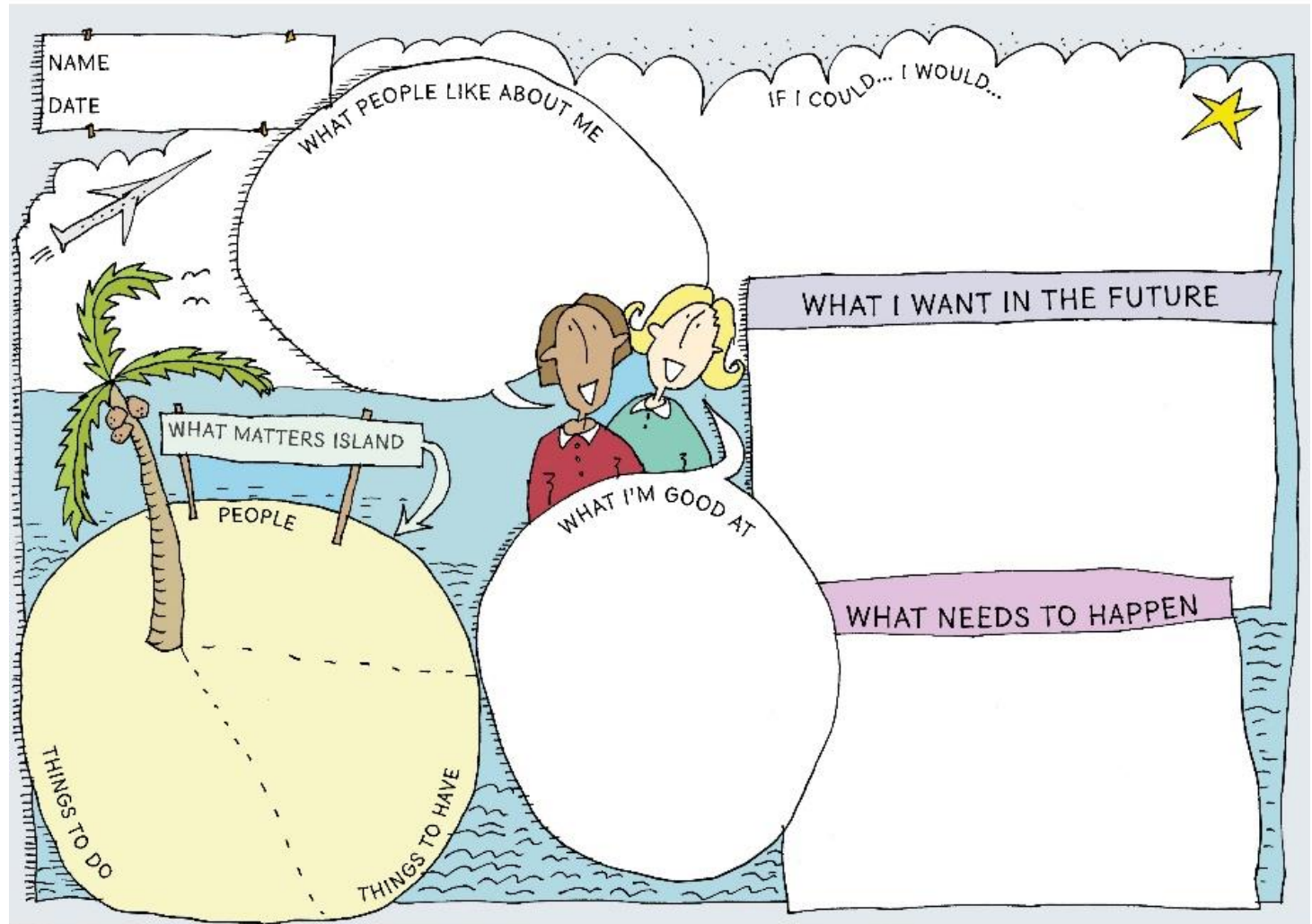
Working/not working

What's working?	What's not working?
<p>WHAT ARE YOU GOING TO KEEP, DEVELOP OR GROW?</p> 	<p>WHAT ARE YOU GOING TO CHANGE OR LET GO OF?</p> 





What Matters Island





Vocational profile

Vocational Profile

Your name: _____

Name of Job Coach:
(or person helping you now) _____

Date profile started: _____

1: BACKGROUND INFORMATION

NAME Name: _____

DOB Date of Birth: _____

Address: _____

Mobile phone number: _____

Home phone number: _____

Email address: _____

Who do you live with? _____

What school do you or did you go to? _____

What college do you or did you go to? _____

Have you got any qualifications or certificates? _____

Which benefits do you get? _____

Who would you call in an emergency? _____

1

4: THINGS YOU MAY NEED SUPPORT WITH AT WORK.

Do you take any medication? Yes No

If so what do you take? _____

Can you take your own medication? Yes With some help No

Do you have any behaviours that people need to be aware of and what triggers these? _____

This is what people need to know about my behaviour: _____

Do you have any difficulty with: (Tick the ones that apply to you)

<input type="checkbox"/> Standing for a long time	<input type="checkbox"/> Sitting for a long time
<input type="checkbox"/> Walking	<input type="checkbox"/> Kneeling
<input type="checkbox"/> Lifting	<input type="checkbox"/> Carrying
<input type="checkbox"/> Using your hands	<input type="checkbox"/> Balance

Do you have any issues with the following: (Tick the ones that apply to you)

<input type="checkbox"/> Allergies	<input type="checkbox"/> Sight
<input type="checkbox"/> Hearing	<input type="checkbox"/> Smells
<input type="checkbox"/> Taste	<input type="checkbox"/> Touch
<input type="checkbox"/> Being in crowded places	

What needs to be in place to keep you healthy and safe?



Policy updates – CQC and Ofsted local area inspection

- Inspectors will look for evidence of how children and young people with special educational needs or disabilities (or both) are identified, how their needs are assessed and met, and how they are supported to move on to their next stage of education, the world of work and wider preparation for adulthood.
- The inspections are carried out under section 20 of the Children Act 2004. The inspectors will also look at the way in which local areas are meeting their duties under the Equality Act 2010.



Policy updates

Ofsted/CQC inspections – awaiting new framework

- **Bedford** – made significant progress but still concern about transition to adulthood for young people with **emerging needs**. Numbers on supported internships has increased.
- **Birmingham** – positive on **health transitions**, including focus at year 9 review, but no formal processes for health transitions. New format for EHC plans captures the **voice of the child** well but this is not the norm. Lack of information on **leisure services**, inconsistent attendance at reviews. **Absence** for those with plans above national average. **Achievement** for those on SEN support poor.



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The inspections will be carried out in line with the inspection framework and handbook.

The inspections are carried out under section 20 of the Children Act 2004. The inspectors will also look at the way in which local areas are meeting their duties under the Equality Act 2010.

- **Islington** –partnership with parents and young people meaningful, **DCO, DMO, DSCO** established in 2014 so embedded, Good use of **outcomes framework**, and an effective transition to adulthood **protocol** has been **co produced** with young people Youth **careers advisers** attend annual review meetings. **Employment** rates are higher than the national average.
- **Notts City** – **coherent plan** to support PfA, EHC plans capture the **views, aspirations** and interests of young people and outcomes for PfA are identified in plans. Health services in adults not sufficient. Online **Local Offer** not well published.



- **Thameside (wsoa)** – support for **transition to adulthood** is weak, EHC assessments are poor, annual reviews often not held, the area has failed to ensure young people are well **prepared for adulthood**, limited opportunities for young people to **access activities**. **PfA is not a feature in plans.**
- **Torbay (wsoa)** – EHC plans are **too focused on educational outcomes** not meeting young people's wider needs, particularly in preparation for adulthood, **opportunities and choices** for young people as they transition into adulthood are limited, many families struggle to find appropriate provision for young people as they transition into adulthood, there is little choice for young people to access education beyond 16. Post 19 provision is limited, little sign of progress with employment and independent living.



- **Worcestershire (WSOA)** – lack of systems to track outcomes for **NEET** young people but NEET numbers are reducing, **effective partnerships** with post-16 provisions, which enables young people with SEND to continue with their education, numbers of supported internships increasing and looking to do the same with apprenticeships. Missing Monday's forum looks at children and young people not in education and develop a plan to re-integrate. Leaders are using **joint commissioning** to identify ways of joint working across partners to meet children and young people's needs in a holistic way.



SEND review

- Due out first quarter of 22
- High quality **outcomes** supported by the most appropriate service across education, health and care.
- Back **mainstream schools** to better meet the needs of the majority of children with SEND
- Make the **EHCP process streamlined** and consistent and increase capacity in the specialist sector to place children close to home, at a sustainable cost
- More focus on SEN support and early identification



Time to Talk Next Steps

Free online support for young people with additional needs & their families



What Support Is Available for Young People?

Depending on what each young person wants and needs, there are various types of support available:

One-to-One Online Sessions with a supporter to discuss future plans

Training Opportunities to become a peer supporter or to deliver training for professionals

Peer Support to regularly link up with other young people

Useful Contacts & Networks in your area

Request support through NDTi's website:
ndti.org.uk/projects/time-to-talk-next-steps



Time to Talk Next Steps

Funded by
The National
Lottery
Community
Fund



What Support Is Available for Parents & Carers?

Contact, our partner organisation, can deliver the follow support as part of this project:

- Preparing for Adulthood Workshops** to explore how to support young people into adulthood 
- Listening Ear Appointments** with a family support adviser 
- Contact Helpline** for advice, information and support 

Request support through NDTi's website:
ndti.org.uk/projects/time-to-talk-next-steps





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