

Preparing for Adulthood

Post 19 Programme Report:
Good Practice Ideas to Share

*Preparing for
Adulthood*



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Topics explored by areas



Introduction

The Preparing for Adulthood Team have been working with 18 local areas to explore the challenges that the new SEND system has presented in terms of the 16-25 cohort of young people. An interim report about this work was published in September 2019 and can be found [here](#).

The original project brief was for the areas to explore the following issues:

- The 16-25 curriculum and study programmes, including Supported Internships
- Education, Health and Care plans - outcomes, destinations and the criteria for ceasing an individual's plan
- The interface between the Children and Families Act, the Care Act, the Equalities Act and the Mental Capacity Act
- Developing and implementing pathways for Preparing for Adulthood

This report draws out some of the learning and describes some of the practice, resources and ideas that have come out of the work. Most of the areas worked on a number of themes – each area is described within the theme that was their main focus.

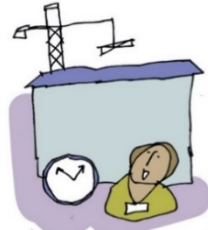
The themes included are:

- Strategy
- Preparing for Adulthood from the Earliest Years
- Young People's Voice
- Curriculum and Employment
- Friends
- Relationships with Parents
- Planning
- Accountability

Strategy



Commissioning
to reflect
early planning



Building local
provision



Multi-agency working



The challenges faced by local areas in implementing the SEND Reforms are fundamentally around the scale of the task and the required cultural change. The SEND Reforms set out in the Children and Families Act 2014 require leaders in local authorities and the NHS to implement a major programme of change involving not only statutory specialist services but also the local universal offer and the wider community. This is why strategic planning and a shared local vision are so important. If everybody involved in supporting children and young people with disabilities and their families are not involved in developing a vision and strategy, there continues to be confusion and mixed messages for young people and families. Several areas focused on strategic issues.

Plymouth has developed the Plymouth Inclusion Charter that spells out the underpinning values the Council and its partners will work to in relation to children and young people with SEND. This is something that has been co-produced with young people and parent carers and will be reviewed from time to time. The intention is to develop an inclusion award for schools, colleges and training providers. In line with this, a new Preparing for Adulthood guide has been launched which reflects the local Preparing for Adulthood strategy. <https://www.plymouthonlinedirectory.com/plymouthlocaloffer/adulthood>

What is the Plymouth Inclusion Charter?

The purpose of the Charter is to define and agree a set of principles. The agreed principles will provide a common reference point for all agencies and settings in the local area for the benefit of parent/carers, children, young people and the wider community. A number of local areas have engaged in similar work and a good example is the Rotherham Charter. <https://rotherhamcharter.co.uk/>

In Plymouth, this work builds on the 'Graduated Approach to Inclusion'. These documents set out agreed practice standards for SEND provision across schools and early years settings. Having this information available on the local offer supports us to fulfil our statutory duties as outlined in section 4 of the SEND Code of Practice. The documents can be found at: <https://www.plymouthonlinedirectory.com/plymouthlocaloffer/sencoguide>

Who is leading this work?

The Plymouth Inclusion Charter event is jointly led by Plymouth's Parent Carer Forum, Plymouth Parent Carer Voice (PPCV) and Plymouth City Council. As this work moves forward, our Young Person's Forum, Youth Ascends will also take a lead role. Co-production is a key to a successful Charter because the Charter will only be meaningful if the greatest number of families and stakeholders share their thoughts, experiences and ideas about the values and innovations that they believe contribute to inclusive participation.

What are the next steps?

Once we have the Charter in place, we will begin work to design a framework to accredit and celebrate schools' inclusive practice.

Warwickshire also focused on developing a strategy. Theirs is to build confidence in local post-19 provision by:

- building on strong foundations
- holistic multi-agency planning
- clarifying the health offer in FE colleges
- increasing the number of Supported Internships
- increase numbers of young people attending local provision post 19

The Council has worked with local colleges to improve provision particularly for autistic young people and those with social, emotional and mental health needs and has seen an increase in learners attending state-funded settings post 19. More plan coordinators have been allocated to the post 16 team and as a result they are confident that their EHC plans are of higher quality than before. In addition, through the promotion of supported internships there has been a further increase in the numbers of supported internships for 2019/20.

Two events took place with professionals from education, health and care sectors to identify priorities using the PfA audit tool.

<https://www.preparingforadulthood.org.uk/downloads/pfa-self-evaluation-tool/post-16---transition-audit-tool.htm>

The aim being to improve multi-agency planning. The issues around lack of health and social care provision post 19 for those with EHC plans have been given greater priority and two further workshops have taken place chaired by the Strategic Director for People Directorate (both children's and adults) and a draft Preparation for Adulthood Strategy has been produced. This strategy document will focus the work in this area and ensure greater accountability.

Cheshire East took a strategic approach and worked on a number of topics including developing a multi-agency protocol and pathways and linking the outcomes from young people's plans to inform future commissioning. but majored on person-centred planning. Four SEND ignition events for young people, families and practitioners with a view to changing the conversations and practice around co-production with young people and their parents. One of the benefits of planning live/SEND ignition is that it provides a model that can be used in schools and particularly for young people to plan for their annual reviews. There is already evidence that the quality of Education, Health and Care plans has improved. There is a plan to establish SEND ignition facilitators and a training session was held for them in October 2019. to roll out the approach across the local area They have also held a train the trainer session and there are a number of local staff now trained to facilitate the sessions locally. There is a plan in place to roll out the offer so that every school has the opportunity to have a SEND Ignition session. <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/send-developments/sending-you-the-news/send-ignition-event.aspx>



Newcastle worked across a number of topics including the development of accessible guides for parents and young people on Preparing for Adulthood and also embedding Preparing for Adulthood in the curriculum from year 9. They also worked on the interface between the Children and Families Act, the Care Act, Mental Capacity Act and Equality Act.

There have been PfA workshops on post 16/19 curriculum developments with schools, colleges and other providers and a working group has been established. The Inclusion Web and Vocational profiles (person-centred planning tools) have been trialled to support the embedding of PfA practice. An easy guide has been produced as have videos on the Care Act, the Children and Families Act, the Human Rights Act and the Mental Capacity Act. These will all be on the Local offer.

An event was held where a multi-disciplinary audit of 50+ EHCPs across yr. 6, yr. 9, yr. 11 and yr. 13. The audit was completed across three separate workshops over two consecutive days. The purpose of the workshops was to identify what was working and not working in terms of person-centred practice and how PfA is embedded within EHCPs. Newcastle completed an analysis of the findings and reported them to SEND strategic partnership group. The findings are being used to drive practice improvement.



A workshop was held for parents, carers, practitioners, commissioners and leaders from across the SEND came together to coproduce and codesign the Newcastle PfA Vision. They used PATH which is a person-centred planning tool.

Hammersmith and Fulham

The work in Hammersmith and Fulham was focused on a whole organisation approach to supporting young people into employment by:

- Workforce development across partners around Preparing for Adulthood
- A strong local offer
- Post 16 pathways
- Post 19 guidance

Three multi-agency workshops were held on Preparing for Adulthood pathways. Following these workshops, it was agreed that high quality planning is critical to the strategy. The local EHC plan will be changed to include PfA outcomes in section E and a guide for everyone involved in planning with young people has been produced to support person-centred planning with a particular focus on the year 9 review and beyond.

Year 9 Annual Review guide: <https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/zuix00j2637369911529053456.pdf>

Preparing for Adulthood from the Earliest Years



Chapter 8 of the SEND Code of Practice “Preparing for Adulthood from the Earliest Years” says that when a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. All professionals should encourage these ambitions right from the start. The Code goes on to say that early years providers and schools should support children and young people so that they are included in social groups and develop friendships. Children with SEN should engage in the activities of the nursery or school together with those who do not have SEN, and be encouraged to participate fully in the life of the nursery or school and in any wider community activity. The support young children with SEND receive in the early years has a life-long impact on them and their family.

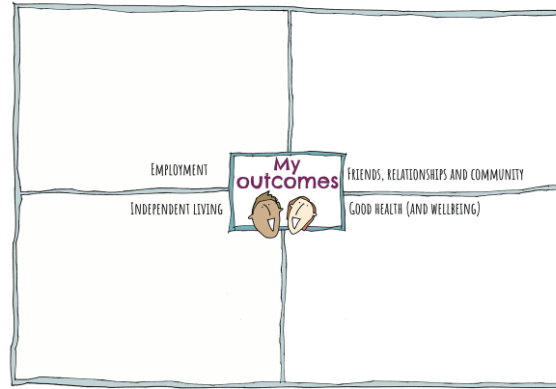
Southend set out to develop a Preparing for Adulthood strategy with a focus on the early years.

This piece of work is clearly addressing itself to a wider range of issues than planning, but high-quality planning is seen as central to the other issues being resolved. If the plan reflects the young person’s aspirations and the outcomes are based on the evidence of what works, it is much more likely that the young person will go into employment when they leave education. High quality planning needs the workforce to know what good practice is, and parents need to be supported from the early years to know that employment is a realistic outcome.

Workshops have been held with special schools and the local college to develop a shared understanding of Preparing for Adulthood and the importance of high-quality planning that will help to identify gaps in provision for moving on from education.

A joint agreement is being created for ways of working for schools and colleges to ensure progression for young people when they move on from school and an event in September 2019 really ignited interest in preparing young people for moving on from education. Parents who attended reported that they are more hopeful that employment will be a real option for their children and young people. A further conference is planned to involve employers, schools, families and young people with a focus on Preparing for Adulthood post education.

Young People's Voice



One of the biggest changes introduced to the SEND system by the Children and Families Act 2014 was the new emphasis on young people's voice. Everything in the Code of Practice is focused on young people's aspirations and outcomes. For many young people, sharing their aspirations and dreams can be difficult because:

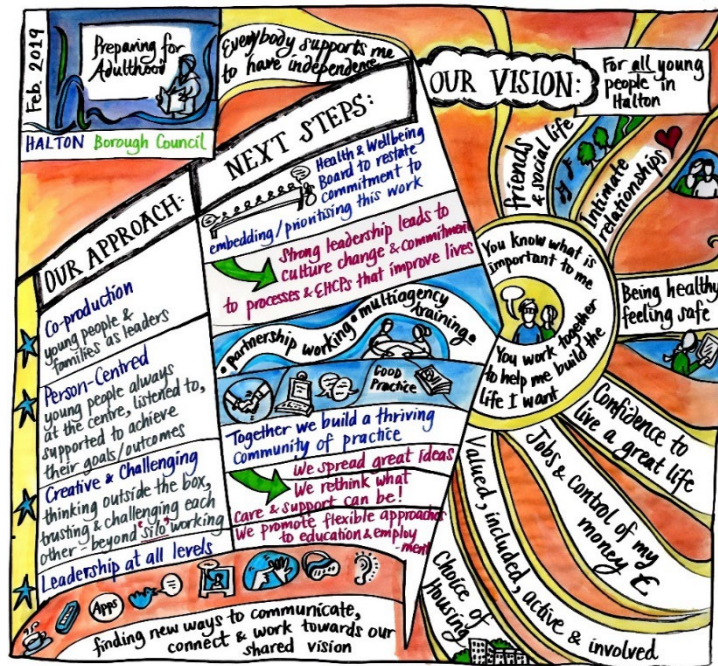
- They do not use words to speak
- They are nervous about speaking up
- The system has not traditionally been person-centred

It is however young people's right to be heard. There are many tools and strategies that can ensure that we are involving young people in decisions about their lives now and in the future.

Halton have created a Preparing for Adulthood vision and action plan which is being overseen and monitored by the local strategic SEND partnership group. Young people told the Council that they want to have people who listen to them and let them make their own decision about preparing for adulthood. To make this happen Halton committed to embedding person-centred practice across the whole system.

To gain insight into practice, early in 2019, a review of PfA aspirations and outcomes in 82 EHCPs was carried out. Parents/carers and practitioners across the whole system were asked about their experiences. This resulted in a multiagency workshop attended by 80+ people who developed and agreed a shared vision for PfA in Halton.

To help deliver that vision, families and the workforce across education, health and care who work with young people about to go through transition attended 2 half day works in person centred planning tools and how to have good quality conversations with young people and each other, in order to change the culture locally to embed person centred planning. The evaluation of that has shown that for some families and professionals this has changed not only their practice but also the curriculum and tools they use around person centred planning. The next step is to conduct a further review of PfA aspirations and outcomes in EHCPs to see how practice has moved towards the shared vision and to ensure that practice continues to be developed to ensure the approach we committed to of: co-production; person centred, creative and challenging and; leaderships at all levels across all services becomes embedded in Halton.



During the next phase of this work, the focus is to bring together the workforce across education, health and care alongside parents/carers to develop the skills and confidence to have good quality conversations with young people to identify what is important to them as they move into adulthood. The aim of working across systems and cultures, will ensure that everybody involved will work together to enable and empower young people to live good adult lives. This work is initially focussed on young people in years 9, 11 and 14 with the aim being to see an impact in the quality of Preparing for Adulthood aspirations and outcomes in 2020.

Somerset had a focus on young people with the most complex needs with the aim of improving their involvement in their planning and review meetings and to explore the concept of a good life with a specific focus on the development of capacity across the four strands of Preparing for Adulthood.

Planning Live (What Matters Island) with young people took place in two special schools with 27 young people using a graphic facilitator 'beaming in' through Skype. This is an approach where a group of young people plan together in terms of what is important to them and for them, what is going well for them and not so well and what outcomes they would like to work towards. This information feeds into their EHC plans and ensures a person-centred approach. Parents were involved in one of these sessions. This way of working has been used in a number of areas and has also been called SEND ignition as it kick starts a new way of planning.

In addition, training sessions have been delivered for staff at two special schools on employment outcomes. A community mapping training session was delivered in one special school and parent- carer forum representatives came along. Further Community Mapping training will be commissioned by the council in the coming months.

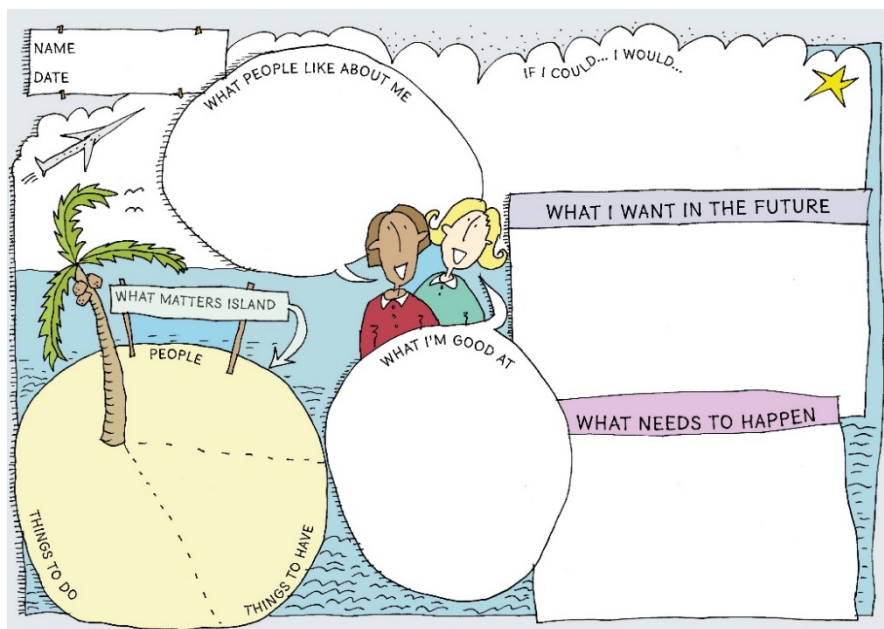
A session for the Preparing for Adulthood leads in special schools was delivered on annual reviews from year nine. Person-centred planning is to be more developed across the area including support for a further education college to plan for young people with profound learning needs when they leave education.

Cambridgeshire also focused on the voice of young people by:

1. Implementing culture change from the early years, using young people and young adults as champions and timely ceasing of plans in partnership with the CCG.
2. Listening to the voice of young people about what they want to do beyond education.

Focus groups of young people and staff have been held to agree the best way to hear from and share the messages from young people and a film is being produced and edited by young people. It will be based on young people saying what they would like to do and how they want to be supported. It will include parents speaking about their concerns and employers and job coaches talking about what support is available. The film is being developed with support from Peterborough and Cambridge Regional Colleges.

St. Helens held workshops on friends and relationships and employment. They had a particular focus on children and young people with complex needs. In order to ensure young people's voices were heard, a SEND Ignition What Matters Island workshop was held with a group of children, families and teachers in a local special school modelling innovative way to seek and capture what matters to them now and as they grow up into adulthood. This information will be used to inform their next annual review. The next step is to hold a conference focussing on good conversations and the voice of young people in the Education, Health and Care assessment and annual review process so that they can lead good lives now and in the future.



The post-16 curriculum, study programmes (including Supported Internships and Employment)



An exciting and challenging curriculum is the right of all children and young people. The 2013 curriculum reforms in the post 16 sector (including school sixth forms) presented a real opportunity for change, enabling young people with special educational needs and disabilities to follow study programmes which would prepare them for adulthood, including employment. Study programmes for young people from age 16 should now be aligned to the Preparing for Adulthood pathways and support the achievement of young people's aspirations for employment, independent living, friends, relationships and community participation and good health.

Sheffield focused on the post 16 curriculum and have developed a new commissioning strategy that will result in the recommissioning of some services.

Birmingham held a number of workshops and training sessions which has led to a heightened awareness and prioritisation of the of the Preparing for Adulthood employment agenda. The involvement of the local Department of Work and Pensions and employers has been a very positive development. A workshop on Access to Work subsequently generated a number of specific enquiries especially from schools and colleges; all of these have been dealt with successfully with applications being approved. It has been agreed that from September 2021, the Council will host a Supported Internship programme in partnership with DFN Project Search and the adult education service.

In **Nottinghamshire** there has been a focus on the curriculum for employment. A workshop was held for parents to contribute to the strategic aims for the County by focusing on what they would like to see available for young people to move onto after they leave education. The families aspirations have been shared with senior officers and will inform the next phase of planning post 19 provision.

The County has also progressed the development of pathways into employment and have supported the training of job coaches and engagement with employers across the county. A film has been made to show how the Council is working in partnership with providers and employers to ensure a joined-up approach to ensuring real jobs are possible. <https://www.youtube.com/watch?v=XSP2smdoYuw&feature=youtu.be>;

Torbay explored the interface between the Children and Families Act, the Care Act, the Equalities Act and the Mental Capacity Act so that the workforce is aware of the whole legal and policy context and its implications for the quality of plans and destinations. They have also been developing and implementing the pathways for Preparing for Adulthood and in particular Increase the number of young people gaining employment.

Two multi-agency workshops have been held on how to ensure that EHC plans have a “golden thread” from aspirations to outcomes and that section E of plans has Preparing for Adulthood outcomes. This was set in the context of the Mental Capacity Act and how its principles are embedded in EHC planning. A local guide to the Mental Capacity Act is being developed. The work has been led by adult social care.

Friends



Work with young disabled people has always reminded us of the importance of friends, relationships and a social life. So many young people say that they are lonely and would like friends to do things with. In order to support children and young people with complex needs to be included in friendship and social groups, planning needs to take place from the early years through adulthood. Person-centred planning is the starting point as it is designed to find out what is important to a person now and in the future in all aspects of their life.

Calderdale has a long history of developing person-centred planning. It is now well established and the Council is now developing an effective set of qualitative and quantitative measures for young people's outcomes. A set of measures and descriptors are being developed that allows young people and those working with them to demonstrate progression towards Preparing for Adulthood outcomes and to monitor and evaluate the effectiveness of arrangements and understanding when an EHC plan should cease or change to an adult care and support plan. The Council has had a particular focus on friends and relationships and social lives.

Calderdale are now:

1. Developing an accountability framework
2. Developing the "5-day offer"
3. Offering "gig buddies"
4. Developing "champions"
5. Offering Community Passport

<https://gigbuddiescalderdale.co.uk/>

<https://www.hft.org.uk/our-services/empowering-individuals/friendship-and-dating/luv2meetu/>

<https://www.blindpig.pub/whats-on/>

<http://orangeboxhalifax.org/>

<https://www.beatit.org.uk/fire-pit>

Relationships with Parents



Parents are clearly central to the SEND system. However, parents traditionally have often felt that the system is bewildering and that they have to “fight” to get the right support for their son or daughter. The Children and Families Act introduced a new approach to working with families and now it is expected that policies, strategies and protocols are co-produced with parents and young people at a strategic, organisational and individual level. Local authorities and their partners are expected to develop positive relationships with parent/carers in order for co-production to be a reality.

Kent has been working on EHC plans and outcomes destinations, being clear about when an EHC plan can be ceased and Preparing for Adulthood Pathways. Four parent/carer forums have been established to explore the inclusion of Preparing for Adulthood outcomes in the EHC plan and E-learning materials have been developed for schools to support this work. The aim is that options for young people 16-25 are robust and families and professionals have confidence that needs will be met.

Building on Kent’s Written Statement of Action published in August 2019 the local authority and clinical commissioning groups have focused on creating a new relationship with parents/carers which is open and transparent, and characterised by increased levels of trust, a commitment to genuine consultation, partnership and co-production. Four Parent And Carers groups have been developed to cover different areas of Kent and facilitated by Space2BeMe a voluntary sector organisation providing support to disabled children, young people and their families.

In February 2 large multi-agency Preparing for Adulthood pathway workshops with representation from schools, colleges, training providers, SENCOs, careers advisors, health, housing, supported employment, commissioners, social work teams, SEND caseworkers, community and voluntary sector, families and young people were held. These large events led to identification of priorities for Kent in relation to Preparing for Adulthood and further action planning required to increase attention on this area within the Written Statement of Action.

A report summarising priority for Preparing for Adulthood from these events was produced to inform strategic planning in the Written Statement of Action to develop a whole system action plan to improve support for our young people as they prepare for adulthood.

From March 2020 Kent will develop a steering group with cross sector representation and involvement from young people and parents and carers to take these actions forward.

Planning and Reviews



One Page Profile

	WHAT PEOPLE LIKE AND ADMIRE ABOUT ME
WHAT MATTERS TO ME (IMPORTANT TO)	
HOW BEST TO SUPPORT ME (IMPORTANT FOR)	

Presence to contribution

OPPORTUNITY TO CONTRIBUTE

OPPORTUNITY TO CONNECT

ACTIVELY PARTICIPATING

HAVING PRESENCE

BEING PRESENT

ACTIVITY

During the course of this programme it became obvious that having different conversations with children, young people and their families is central to the cultural change required to implement the SEND Reforms in a way that will lead to young people being prepared for adulthood and having fulfilling lives. The Code of Practice makes it clear that young people's voice is central to getting their support right. Person-centred planning is promoted in the Code of Practice but we found that person-centred approaches to developing SEN support plans and Education, Health and Care plans is patchy across the country. If planning is not person-centred it is much more unlikely that plans will not genuinely reflect young people's aspirations and support needs. The SEND area inspection outcome letters report that that planning is not yet meeting the required expectations of being holistic and joined-up. Several of the areas focused on planning and reviews and in particular focused on how we can genuinely co-produce plans with young people and their families, with a particular focus on young people with the most complex needs.

<https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/introduction-to-person-centred-planning-tools.htm>

Camden's work was to explore the notion of a single plan promoted in the Green Paper "Support and Aspiration".

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/198141/Support_and_Aspiration_Green-Paper-SEN.pdf

While the requirement to develop a single plan did not make its way into the Code of Practice, there is nevertheless an expectation that Education, Health and Care plans are aligned with other plans (3.50) (3.56) (4.40) (8.55) and that the EHC plan should be the "overarching plan". The aim of aligned planning is to avoid duplication, encourage multi-agency working, to develop holistic person-centred life outcomes and for children, young people and their families to tell their stories once.

Following workshops and observations of annual reviews, it has been agreed to improve the quality of Education, Health and Care plans so that they can be the "overarching" plan. The aim is that person-centred planning will be introduced to develop EHC plans which are holistic, multi-agency and comprehensive

The focus is now on developing practitioners' knowledge and confidence in person-centred planning. Workshops are now being provided for everyone involved in planning with children, young people and families, using the new NDTi person-centred planning resources.

Accountability



The Preparing for Adulthood pathways were co-produced with young people and families across the country and were based on the aspirations expressed by those young people. The pathways represent what makes up all of our lives and the aim is to enable young people to live fulfilled lives by giving them the support they need. During this work it has become apparent that we need to be able to measure how well we are doing at supporting young people with SEND to move into adulthood with employment, independence, friends, relationships and community and good health.

Northumberland built on previous post 19 work and held a number of sessions at the annual SENCo conference. The sessions focussed on Preparing for Adulthood Outcomes, provision and support having good conversations and person-centred planning tools.

Northumberland took a decision to develop an outcomes framework through a performance-based accountability approach which would focus on the areas that young people and their families told us were important and was values based and outcomes focussed.

Identification of indicators

The PFA team facilitated a series of workshops in September, October and November 2019 with attendance from frontline and senior staff from education, health and social care who work with children and young people with SEND aged 0-25 as well as staff from performance / data.

Staff were supported to generate indicators that would enable the local area to understand performance on outcomes related to the four areas of preparation for adulthood as outlined in the SEND Code of Practice.

Northumberland now have a draft set of PfA indicator with a clear next step, including:

- Amendment of the annual review paperwork to enable the collection of data on critical indicators (March 20)
- Review EMS and ensure data capture fields in existence (February 2020)
- SENCo conference – annual reviews and holding good conversations, training to SENCos (March 2020)
- Pilot of new paperwork in schools (May – July 2020)
- Launch of new annual review paperwork September 2020

Initial data set (October - December 2020)

We would like to thank everyone in the Local Areas that have given time to this work and to the Department for Education for funding it.