

Preparation for Adulthood (PfA) Core Standard for Education



Introduction

In February 2020, KCC hosted two 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.

A report summarising Kent's Preparing for Adulthood Priorities was produced and a multi-agency PfA Steering group was established to help to inform strategic planning and develop a whole system action plan to improve support for our young people as they prepare for adulthood.

One requirement of the action plan was to create a PfA Core Standards for Education, to provide guidance for education facilities, both mainstream and specialist, as they support young people and their families to plan for the transition from childhood to adult life.

It also acts as a guide for young people, parents and carers about the things they can do for themselves during this time and what they should expect in terms of advice, guidance, and support. The following information applies to young people with additional needs including (but not exclusive to) special education needs, health needs and/or disabilities.

Legal duties of schools regarding Preparation for Adulthood

Schools have clear duties regarding preparing children and young people with special educational needs ("SEN") and/or disabilities for adulthood. These duties sit in the Children and Families Act 2014 and SEN and Disability Code of Practice 2015 (the "Code").

The Code sets out how professionals across education (including early years, schools, colleges and 16-19 academies), health and social care should support children and young people with special educational needs (SEN) or disabilities to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

Schools must "have regard" to the Code. This means that they should do what it says or be able to explain why they have not done so, and what alternative action has been taken.

1 What is Preparation for Adulthood?

PfA is based on research and findings conducted by NDTi (www.preparingforadulthood.org.uk). NDTi concluded that the four outcomes of Preparing for Adulthood should be and are based on what disabled young people say is important to them. Ultimately, young people want to have full lives with choices about their future and control of their support. This resonates with what families tell us in Kent.

Research tells us that conversations should start early to support children to think about their future and should not be limited to just thinking about the next education course someone may want to attend.

Most children attend an educational setting; therefore schools, colleges and other education providers are key to supporting young people achieve their long-term goals. The responsibility for ensuring good preparation for adulthood extends beyond just schools and good relationships should be developed/ fostered with Social Care and health professionals as well as the local community to support the young person reach their goals.

The Special Educational Needs and Disability Code of Practice describes preparing for adulthood as 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



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



Participating in society

Including having friends and supportive relationships, and participating in, and contributing to, the local community



Being as healthy as possible in adult life

We also know that parents are central to supporting their son/ daughter to transition successfully into adulthood. The Children and Families Act introduced a new approach to working with families. Local authorities and their partners are expected to develop positive relationships with parent/carers in order for co-production to be a reality.

Preparing for Adulthood from the Earliest Years

Chapter 8 of the SEND Code of Practice is entitled "Preparing for Adulthood from the Earliest Years" it 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.

Planning should be robust, allowing a young person to develop their aspirations, explore all options, make informed decisions, and access the support they need at each step through secondary school, further education and on into adult life.

It should also be person centred and focus on the young person's strengths, aspirations, and circumstances, involving all the key people in their support network.

Those supporting PfA should establish, together with the young person (and their family), what is 'important to' and 'important for' them; identify what is working and not working in their life currently; focus on the four pillars to build up a picture of what is possible and practical for the young person including any support required.

In 2018, 250 primary school teachers were surveyed by Education and Employers and '96% agreed (with 57% strongly agreeing) that introducing children to the world of work was important, as it helped children link school subjects with the world of work.'

Now, in 2021, there is an increasing body of research that shows that children make decisions about what they can and cannot do at an early age:

6 years old - The age at which children start to adopt stereotypes based on gender, ethnicity, and social background. Such stereotypes can go on to influence career and subject choices.

9 years old - The age at which children start to abandon fantasy careers and start to become more aware of potential constraints on their futures.

(Careers and Enterprise Company, 2021)

What does Preparation for Adulthood mean to schools?

At each stage of children and young people's learning and development, early years settings, primary and secondary schools each need to prepare them for the new responsibilities, new experiences, new independence and the new challenges of the next stage of their education, training and employment. And most importantly support them to be able to make future choices about all aspects of their lives.

From Year 7 children should gradually be encouraged and helped to think about what's important to you and what you would like to do in the future such as:

- jobs children might like to do in the future and further education or training options to help achieve their job goals
- where they might want to live in the future, and how they could live independently
- things they want to do in the community (interests and hobbies)
- future health needs

Many children being supported by schools will have an EHC plan. Preparing for adulthood is a key part of the Annual review process from year 9 and the work completed to support children/ young people and their families to prepare will make the process easier:

For schools, planning and preparing early will make it a more positive experience and build confidence and independence in the young person for leaving school and transition to Adults Health and Social Care services. Many families will seek advice and support from their son/ daughters' school so understanding what services are available to support them will help them through the process.

- The Benefits of planning and early integration within the curriculum is to create a foundation of knowledge and experiences that enables the student by Year 9 to have a meaningful and successful progression which is supportive to the student's needs.
- Any decisions or choices are flexible, as over time the child's ideas and choices may change. However early interventions enable students to maximise their opportunity to experiences within different career fields to achieve their aspirations and dreams.
- Every child with SEND should have a provision plan, setting out the provision needed to support their needs, as the child moves through education these should include inspirational long, medium and short term goals towards becoming an adult and start to set out a clear Pathway which is realistic and possible.
- Furthermore, earlier planning reduces the likelihood of a young person becoming NEET.

2 Preparation for Adulthood and Annual reviews

EHC Plans should be used to actively monitor children and young people's progress towards their outcomes and future ambitions. The plans must be reviewed annually. The Year 9 EHC Annual Review and every subsequent annual review must focus on preparing for adulthood. The current EHC Plan template has been amended to reflect a focus on preparation for adulthood.

This should include support in the following areas:

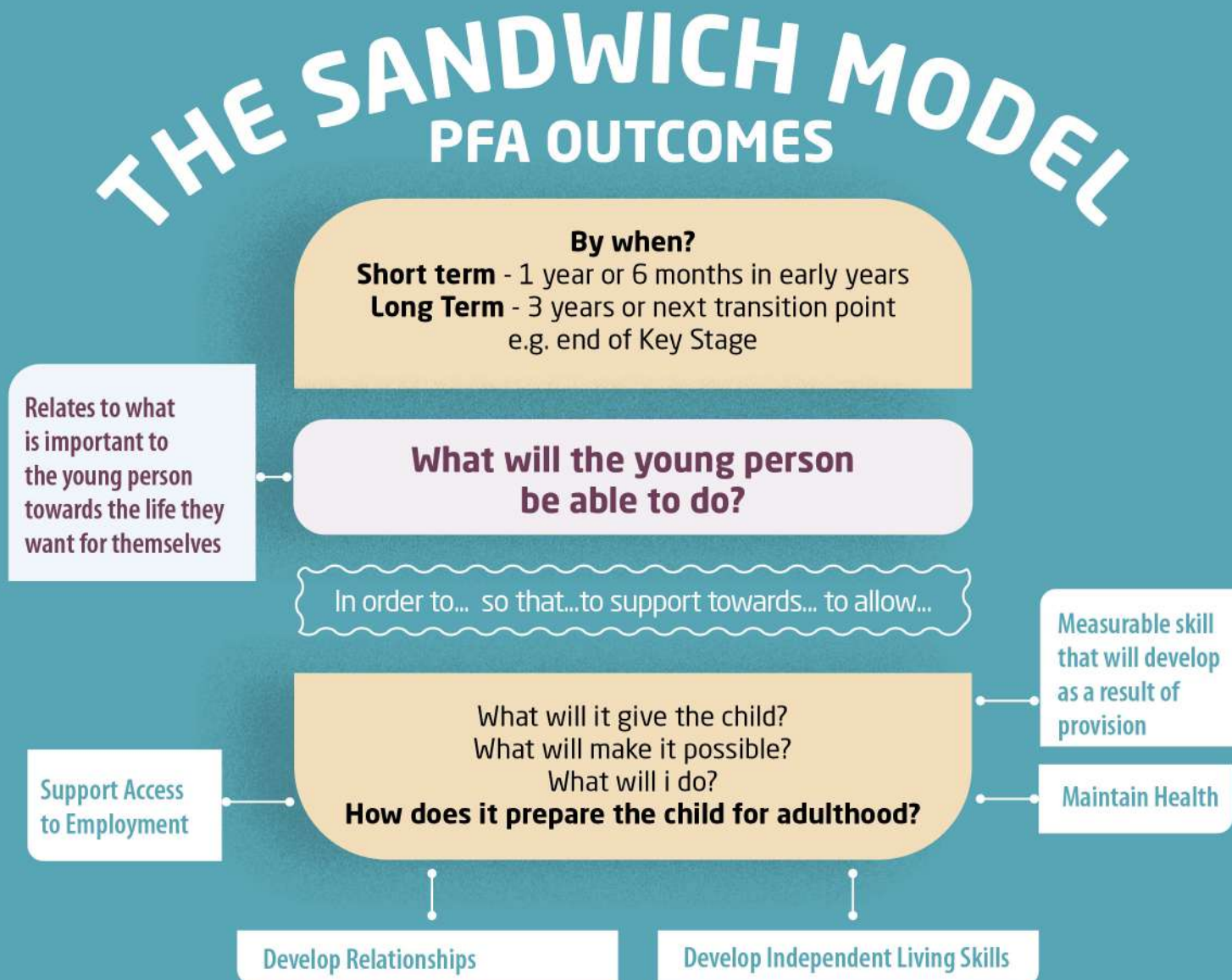
- to find suitable post-16 pathways that lead to outcomes for employment or higher education, training opportunities.
- to undertake work experience in a meaningful setting
- to find a job
- to help to understand benefits.
- to prepare for independent living, including exploring decisions young people want to make for themselves discussing:
 - where they want to live in the future and the support, they will need
 - local housing options and support to find accommodation.
 - housing benefits and money matters.
 - eligibility for social care.
 - to maintain good health and wellbeing in adulthood.

- to plan continuing health services from children to adult's services and helping young people understand which health professional may work with them as adults; ensuring those professionals understand the young person's needs. This should include
 - the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities.
 - travel support to enable independence.
- to participate and maintain relationships in the community – including support with activities in the community.

Reviews should be person-centred, consider what is working, what is not working well and what is important to the young person and what is important for the young person as they progress towards adult life.

3 Outcomes for Preparation for Adulthood?

When working with children and young people we should focus on outcomes, but we must first understand what an outcome is. An outcome should be SMART, it should show the skills that is needed to be developed and specify how the skill will move the young person towards the life they want for themselves. What will the skill give them or make possible in their future or do for them as part of their preparation for adulthood.



Pupil and school support
 Partners on the pathway to a positive future for children and young people
www.accesstoeducation.birmingham.gov.uk



Birmingham
City Council



nasen
Helping Everyone Achieve

dyslexia
friendly
BDA Quality Mark

In reality, we are talking about the fundamental skills needed for each of the four areas of preparation for adulthood.

Employment

What are we really talking about developing when we discuss **Moving towards employment or training?** To gain employment young people, need to learn some fundamental skills, that are essential for the world of work, these could include:

- To be able to read and write at a functional level
- To use Maths at a functional level
- To enjoy taking part in activities and learning new skills
- To understand and follow instructions
- To express self clearly so that others can understand
- To pay attention and maintain focus
- To learn the skills needed to get a job
- To be ready to learn and able to make appropriate behaviour choices
- To cope with change and unexpected situations
- To take part in meaningful work experience

Young people aged 16-19 that continue education (who have an EHC plan, those aged over 19 and up to age 25) should have a clear study plan that enables them to achieve the best possible outcomes in adult life.

Educational Settings should consider how the curriculum and qualification offer can be used to support the development of skills needed in future life.

Vocational work placements should ensure activities prepare the young person for healthy, independent living that supports building relationships and engagement in the community.

Educational settings, Schools and colleges should ensure courses enable progression to a qualification or work placement that is meaningful to the student without repeating learning already completed.

Independent Living

What are we really talking about developing when we discuss **Independent living?** All young people need to learn these skills and there should be focus to enable the same opportunities for SEND young people. Much like employment, to live independently there are a set of skills that make every day easier. These could include:

- To learn the skills needed to live independently
- To live in a house and feel safe
- To be able to travel to chosen places
- To complete routine household tasks
- To complete forms and other documents
- To be able to manage money and understand budgeting
- To understand what is happening and make decisions

Schools and family members should support young people to acquire independent living skills such as travel training, basic cookery skills, personal care, and money management. Moving away from home is a huge step and should be thought through carefully.

Good Health

What are we really talking about developing when we discuss **Good health?** A fundamental aspiration for all young people is to have good health. For young people with SEND this this could include:

- To be a relaxed and happy person who does not get easily stressed or worried
- To enjoy being active and taking part in activities
- To move around safely
- To have a healthy and nutritious diet
- To eat and drink safely
- To look after personal care needs
- To breathe safely
- To take all relevant medication safely
- To be free from pain
- To keep themselves and others safe from harm
- To manage personal and sexual health
- To know how to access support for mental health and wellbeing?

Friends, relationships, and community

What are we really talking about developing when we discuss Friends, relationships, and community? Friendships and relationships are important, but to both develop and maintain them independently we may want to support young people to focus on these skills for the future:

- To be safe and enjoy the company of others
- To enjoy taking some risks and be safe
- To go out a lot, enjoy being active and taking part in activities
- To look forward to new people and new places

4 Mental Capacity

As young people develop, they should be involved more and more closely in decisions about their own future. After compulsory school age (the end of the academic year in which they turn 16) children become young people and take their own responsibility for engaging in decision-making with their education provider and, where they have an EHC plan, with the local authority and other agencies.

Schools have a vital role in supporting young people to make decisions and take control of their own future. It is essential that parents are well prepared for these changes and supported to allow their child's voice to be heard at the centre of the conversation. Educational providers should continue to involve parents in discussions about the young person's future. In focusing discussions around the individual young person, parents, carers and professionals should support that young person to communicate their needs and aspirations and to make decisions which are most likely to lead to good outcomes for them, involving the family in most cases. It is key that the child's aspirations are at the centre of the conversation. Using Vocational Profiles as a tool will help with this work.

The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions as possible for themselves and that any decision made or action taken on their behalf is done so in their best interests. Decisions about mental capacity are made on an individual basis and may vary according to the nature of the decision itself. Someone who may lack capacity to make a decision in one area

- To know about good and bad relationships
- To be able to access social media safely (e-safety)
- To have a circle of friends and support

It is important that young people maintain friendships once school ends. Local community centres, libraries, youth clubs, churches, galleries, and cafes offer a range of daytime and evening events and activities to help make new friends. These range from dance classes, music, singing as well as Scouts, Guides, art, and pottery. More information on activities can be found on the local offer website.

of their life may be able to do so in another, for example employment opportunities.

Where a young person has difficulty being involved, a family member, friend, advocate, or appropriate professional may support.

What is Advocacy for young people

Advocacy is about speaking up for children and young people and helping them take part in decisions that affect their lives. It involves making sure their rights are respected, and their views and wishes are heard and acted upon by decision-makers.

There is a section on the Local Offer to help children and young find out about and access the advocacy service.

If you are working with a young person who difficult to speak up for themselves, an Advocate can help. Advocates are professionally trained, fair and impartial, and their service is completely confidential and independent of the local authority.

Advocates support people to:

- develop the skills, confidence, and knowledge they need to voice their concerns and make sure they are being treated right.
- access information and services
- explore choices and options

To find local services see KCC Local Offer: Kent County Council - Advocacy - someone to speak up for you

5 NDTi: Preparation for Adulthood

The Preparing for Adulthood programme (PfA) is delivered by the National Development Team for inclusion (NDTi). The programme is funded by the Department for Education as part of the Delivering Better Outcomes Together consortium.

The partnership brings together a wide range of expertise and experience of working with young people and families, at a local and national level and across government, to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion.

The Preparing for Adulthood team previously worked on key transition programmes including the Transition Support Programme, Valuing People Now, Valuing Employment Now (Getting a Life project, Jobs First, Aspirations for Life and Project Search) and Learning for Living and Work.

Their website contains useful information to support schools and families to think about preparing for adulthood, focussing on the 4 pillars.

Please get in touch at: info@preparingforadulthood.org.uk

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

A supportive tool has been designed by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of EHC planning across the age range.

This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development. It is not intended to be a definitive list but is a starting point.

Link to this resource: <https://www.preparingforadulthood.org.uk/SiteAssets/Downloads/yeded5wb636481748062535810.pdf>

6 The Education People: Support for Schools

The Education People provide a range of support service to schools. In supporting good transition, we anticipate a reduction in Children and Young People becoming NEET (Not in Education, Employment or Training) The Education People (TEP) have developed a '4 Hour Offer' to schools

This is an offer to schools of 4 hours of free support from TEP Engagement Officers. This 4 Hour Offer is targeted at schools most vulnerable young people that are identified as 'At Risk of NEET'. The support is offered through a range of activities from group to 1:1 sessions that provides students with access to a range of Post-16 options.

These activities can include workshops on what options are available as well as sessions where the engagement officers will support young people to make applications for courses through the Kent Choices site. As we find that young people with an SEN can sometimes find it challenging to create a relationship with a new member of staff, we also offer these 4 hours to special schools in a slightly different way. In these cases, we can offer the 4 hours as Continued Professional Development (CPD) sessions for school staff to enable them to deliver appropriate activities to their cohorts of young people

7 Kent Choices

Young people need to stay in education or training after the age of 16, but how they do this is up to them. There are lots of choices and schools can support young people to pick the one that will help you get the future you want.

Young people in Year 11 who have an EHCP, are in a mainstream setting or at a SEMH school may be given login codes to KentChoices for the purpose of inclusion. This will allow them to apply to Kent sixth forms and FE colleges, but it does not substitute the EHCP post 16 transition process, this will still be coordinated by the SEN Placement Service.

In order to be well informed on what options/ courses are available, you can use the KentChoices website to support young people and their families to research courses available in Kent without needing to log in. www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training

8 Vocational profiles

Vocational profiles are a useful and successful way of finding out what kind of job a young person may be interested in. They are a way of gathering information, that is specifically related to work and supporting someone to find a job. KCC recognise that the use of the NDTi vocational profiles are a great way to undertake a person-centred approach to finding out what a young person wants to do and provides an opportunity to understand what a person is interested in and to explore why.

Schools/ educational providers should support the young person to complete their vocational profile, it is a living document and should be reviewed on a regular basis, in fact the more time spent on it the more informative the information will be. It can be used from school year 8 or 9 as part of the school curriculum and will be a live document, if possible, kept online and updated after any kind of work experience or work placement. Vocational profiles should be used for those with an EHC to inform the outcomes relating to employment.

The vocational profile will capture details of where someone lives and who they live with, information that helps us understand what support a person might need to get a job. It helps to identify areas for development such as learning how to travel independently, telling the time, and using money.

Vocational profiling is an opportunity to find out what a young person is interested in, what

their skills and talents are, and it is a way of opening doors to what is possible. It should be a motivating conversation not one that leaves young people feeling they cannot succeed.

NDTi have produced a summary sheet that could be attached to the Educational, Health and Care or Provision plan.

The full Vocational Profiles resources can be found on the NDTi website: <https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocational-profile.htm#:~:text=A%20vocational%20profile%20is%20a%20way%20of%20gathering,person%20is%20interested%20in%20and%20to%20explore%20why.>



9 Careers Information, Advice, and Guidance

Good careers information, advice and guidance is there to offer an unbiased overview of career choice and opportunity, in order, to explore the wide range of routes into employment, education, and training. As well as weigh up lifestyle choices and related pathways, in a holistic manner.

Good careers information, advice and guidance in schools should help to raise young people's aspirations and promote awareness of and access to all career pathways, as well as enabling all young people to develop the skills, qualities and outlook that they need to achieve career wellbeing, including adaptability and resilience.

The "Statutory guidance for Careers guidance and access for education and training providers" relates to the following schools:

- local-authority-maintained schools
- community schools
- foundation or voluntary schools
- community or foundation special schools (other than those established in a hospital)
- academies and free schools
- pupil referral units (PRUs)

It includes the statutory duty under section 42A of the Education Act 1997 to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance (sometimes called personal guidance or careers counselling), provided by a careers guidance professional who has been trained to level 6 or above, within a recognised qualification. Academies, including 16-19 academies, and free schools are subject to this duty through their Funding Agreements. Further Education colleges also have equivalent requirements in their Funding Agreements – their duty applies for all students up to and including age 18 and will apply to 19- to 25-year-olds with EHC plans.

Governing bodies must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education, or work option.
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Careers adviser can be employed by the school or provided through a commissioned service. In all cases the school must evidence that the careers information, advice, and guidance is independent and subscribe to the impartiality described above.

It is strongly recommended that schools use the Careers Development Institute (CDI) professional register as a source to find services which, meet these needs: <https://www.thecdi.net/Professional-Register-> as all registered career development professionals (RCDPs) can be found here.

In doing so, schools can be confident the advisers and services listed, subscribe to the above legislation. RCDPs operate within a nationally recognised code of ethics for the profession: <https://www.thecdi.net/Code-of-Ethics> as well as partake in a minimum 25 hours of CPD per year, to ensure they are up to date with current trends and approaches. They can be recognised by their distinctive logo used on their correspondence:



External sources of careers support can be used to enhance the independent careers guidance and could include employer visits, mentoring, websites, telephone and helpline access and personal guidance provided externally to the school.

Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

What are the requirements on schools?

Every school should appoint a named person to the role of Careers Leader and publish contact details on their website from September 2018.

- Every school is expected to must publish details of their careers programme for young people and their parents on their website.

- Every school must ensure that pupils are provided with access to independent careers guidance from year 8 to year 13 (at key times of transition) and publish a policy stating how this will be achieved.
- Schools must ensure that there are opportunities for a range of education and training providers to meet with all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Schools must also provide pupils with opportunity to meet employers at least every year from year 7 to year 13. Some of these encounters must be with STEM (Science, Technology, Engineering and Mathematics) employers.
- Every school should be using the Gatsby Benchmarks to improve careers provision.

10 Gatsby Benchmarks

The government's new Careers Strategy, published in December 2017, and statutory guidance for school leaders and school staff, published in January 2018, set out the plan for building a high-quality careers system that will help all young people to achieve.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and the new

duty to publish information about the careers programme on the school website.

We know that young people face challenges in finding employment, but for young people with special educational needs and disabilities, finding a job is even more complicated. Many of them face unique challenges in progressing from school to further learning and the workplace. The work of Sir John Holman and The Gatsby Charitable Foundation provides a blueprint of what good careers provision looks like.

There is a practical guide which complements this important work and provides clear advice on how all schools and colleges can help young people with special educational needs and disabilities move into the fast-changing world of work.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf

Schools that have undertaken a Gatsby approach are able to demonstrate this in meeting Ofsted outcomes.

11 Labour Market Information

National Careers Service state that LMI effectively describes the world of work – ranging from descriptions of different careers, their entry routes, promotional prospects, salaries paid, skills and qualifications needed, etc. Crucially for young people, LMI also covers future demand – what kinds of jobs will be in demand after leaving school and what kinds of skills will be needed?

This is a great way to get pupils engaged with their current learning and think about their future. Focusing on what jobs will be in high demand is more likely to support young people to take advantage of future opportunities.

Further information can be found at <https://nationalcareers.service.gov.uk/>

Tools such as <http://www.lmiforall.org.uk/cm2/index.html> can help us access basic data on different jobs which, is helpful for a broad picture but generalised.

Other resources of interest in Kent can be found here:

Data packs by district: <https://www.kelsi.org.uk/skills-and-employability/14-to-19-25-curriculum-pathways/district-data-packs>

Career Coach: <https://midkent.emsicc.com/?radius=®ion=Midkent%20Service%20Region>

SELEP: <https://www.southeastlep.com/>

Economy & Employment data: <https://www.kent.gov.uk/about-the-council/information-and-data/Facts-and-figures-about-Kent/economy-and-employment>

12 Supported Employment

Kent Supported Employment (KSE) is a Specialist Employment service providing a range of services from school employability and work experience programs to supporting students into work experience, Supported Internships, Supported Apprenticeships, self-employment and paid employment. KSE thrive on their specialist knowledge and experience of services for SEND students, other vulnerable learner groups and adults with a disability or disadvantage.

Across Kent they work with local authorities, schools, colleges, training providers, Job Centre Plus, employers to professionally support service users with physical/learning difficulties, autism and other barriers.

They offer a robust service of direct delivery through the supported employment model, job coaching and independent travel training.

As a leading provider of supported employment, KSE also provides consultancy and training to organisations and education providers, including face to face and online learning modules for staff to learn the model of support. They are currently offering an overview to Supported Employment online module, to all Kent schools: Overview to Kent Supported Employment and the Supported Employment model: <https://elearning.theeducationpeople.org/elearning/Course/Detail?CourseId=28>

To find out more please contact KSE:

Email: KentSupportedEmployment@theeducationpeople.org

Telephone: 03000 410 781

KSE have provided some videos which can be used and shared with young people to highlight opportunities that are available to young people with SEND

Maisie's Journey to Employment with

KSE: https://www.youtube.com/watch?v=WZqXiDqDQtc&list=PLlc74jZiN_4e1kRcDxB4AUvyTf8m3fYbo&index=2&t=0s

Kyle's Journey to Employment with KSE: https://www.youtube.com/watch?v=L_4eb19uV4Y&list=PLlc74jZiN_4e1kRcDxB4AUvyTf8m3fYbo&index=4&t=0s

Gaby's Journey to Employment with KSE: https://www.youtube.com/watch?v=elt6Lc_Rt-8&list=PLlc74jZiN_4e1kRcDxB4AUvyTf8m3fYbo&index=5&t=0s

Alex's Journey to Employment with KSE: https://www.youtube.com/watch?v=PpSykfJL9p0&list=PLlc74jZiN_4e1kRcDxB4AUvyTf8m3fYbo&index=6&t=0s

13 Good practice in Schools

A: Beacon Plus:

Beacon Plus are currently piloting a new curriculum design which leads with employment through the running of our own businesses, with English and Maths mapped around this.

They have also mapped the strands from PFA and asked their learners to identify what they would like to learn under each heading, and this is used to inform planning for the other areas of curriculum time. Employment (main focus) and Life Skills (abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of life.)



Curriculum Rationale: To provide Learners with the knowledge, skills, experience, and confidence to successfully access purposeful employment and develop into active and productive members of their communities. This will be achieved using micro businesses from different sectors to provide a context and framework for Maths, English and employment skills in line with the Preparing For Adulthood core standards to support learners on their individual journey towards their own level of independent living.

How will we do this?

- Each week the Tutor will introduce the Maths and English concepts in session 1, then practise and contextualise them through the business lens in session 2. The second Tutor will practise and contextualise them through a project business lens in session 3.
- One permanent online sales business will exist throughout the year with a secondary business that is project based and will change each term. This gives the learners the range of experiences of online retail, managing budgets and finance, business/project planning and forecasting and hopefully more face to face interaction and service moving forward.

B: Oakley College:

Oakley College have created a document based on adaptive assessment outcomes ABAS and the PfA, which they sent home to all parents for them to identify gaps in the in PfA development with their young person.

This information was then used to inform the curriculum content and focused parents on the four domains and the learners' aspirations, also that their young people were now in college not school.

Oakley have effectively used this alongside vocational profiling to support students to complete individual study programmes.

Oakley College have developed a careers programme which has 10 different sections that all come together as part of the careers offer to all PfA levels. The careers programme follows guidance from "The 8 Gatsby Benchmarks" that supports colleges to provide quality careers information, advice and guidance.

1. Linking Curriculum to Careers: Careers and employability skills are linked to the whole College's curriculum. Fully embedding careers into everything we do at Oakley College. Maths, English, Digital media and Technology will all link to careers and employability skills.
2. Work Placements: Learners at Oakley College will have opportunities to gain real work experience at a Work Placement internally at Oakley College or externally in the community.
3. Employability Skills: Oakley College focusses on developing learner's employability skills and making them better prepared for volunteering, work experience and employment.
4. Careers Workshops: Oakley College has qualified Job Coaches to run careers workshops on the process of employment. Focussing on key skills like CV writing, searching for jobs, applying for jobs and interview skills.
5. Workplace Visits: Throughout the year, learners will visit various workplaces to learn about different industries and gain a better understanding of different careers and job roles.
6. Professional Speakers: Learners will be inspired by speakers, from a range of different professions and will be able to ask questions to find out more information about different careers and job roles.
7. Enterprise Projects: Learners will take part in creative enterprise projects that will enable learners to experience the world of business. Understanding profit and loss, along with other skills like teamwork, communication, problem solving and time management. All products made at Oakley College will be sold to staff, parents, carers and guardians and then the profit made from these enterprise projects will be reinvested in other enterprise projects.
8. Careers and Jobs fairs: Learners will attend careers and job fairs. To raise aspirations and give learners an opportunity to speak to different career professionals. Gathering information, contact details and being able to ask questions about different careers and jobs they might be interested in.
9. Professional Development: Learners will have opportunities to go on careers related courses to improve their careers development, such as First Aid, food hygiene and customer service.
10. Careers Education, Information, Advice and Guidance: Learners will be assigned to a Level 6 Careers Advisor who will offer support and advice with anything to do with careers. Learners will also have two qualified job coaches to support them into employment.

C: North West Kent Alternative Provision

NWKAP have embedded into their offer a person-centred approach to preparation for adulthood. They have developed a commitment statement which is detailed below along with an example of their curriculum delivery.

SMSC Curriculum Statement: At North West Kent Alternative Provision Service, we recognise one of the most important aspects of our role in the students' lives is that of developing their spiritual, moral, social and cultural education. We incorporate with this our focus on British values and personal, social, health and economic understanding. We feel this supports our focus on our students' social, emotional and mental health needs – the primary need for their referral to us. It also allows us to be proactive in challenging judgements and prejudices they may hold as well as affecting real change in their behaviour towards, tolerance of and respect for others.

Destinations: We aim to broaden the students' horizons and increase their expectations for themselves, ensuring they access destinations which lead them to be healthy, happy and productive members of the community. Ensuring that they become life-long learners who also want to understand the world around them.

Qualifications: We aim to ensure our students achieve the highest possible range of useful qualification as possible, which includes the Princes' Trust (which we offer for all out students). Our SMSC curriculum supports their understanding of the importance of qualifications and the raising of their personal aspirations.

Reintegration: For our respite students we feel the quality of our SMSC curriculum directly impacts their chances for success when returning to mainstream education. It helps them feel part of a community and therefore they can engage in the learning communities of mainstream schools.

To do this they subscribe to the Politics Projects' Digital Surgeries which 'address a key issue that defines our democratic system today: the breakdown in the relationship between young people and politicians. The project aims to create meaningful interactions between young people and politicians through by connecting them through Skype for a question and answer session that can lead to real changes in their community. The politicians the students engage with are always based in the local area and come from all aspects of democratically elected government.

We aim for every student who comes to our service to experience a Digital Surgery while they are with us. The Politics Project have created a wealth of resources to support the students to be prepared for these interactions and to ensure they have interesting questions ready. They reflect current events, for instance have a series of resources looking at gender issues in their 'Talking Gender' program. We also use these resources to support learning in other subjects, for instance their question checker supports the students in understanding what makes a good question across all subject areas.

We have seen how pupils can step up and confidently talk to politicians about real issues they experience, and this had led to politicians undertaking follow up work to support the pupils' ideas. If we expect our students to become engaged members of the community then we must show them that they are a valued part of the democratic process, we feel taking part in the politics project is a fundamental aspect of this.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme Me and my place at NWKAPS	Theme Me and my community	Theme Me and my feelings	Theme Me and my wellbeing	Theme Me and the world around me	Theme Me and my future
British Value Democracy Student leader elections and focus afternoon	British Value The Rule of Law Link to laws around relationships and links to the police	British Value Individual Liberty Link to expressing feelings, using the freedom of speech in positive ways	British Value Mutual Respect Link to wellbeing – how does showing respect support wellbeing	British Value Tolerance of those of different faiths and beliefs World celebration food fair and cultural diversity day	British Value Tolerance of those of different faiths and beliefs Music from around the world and respect for other faiths afternoon
Events <ul style="list-style-type: none"> • Student leader elections • Macmillan coffee morning • Roald Dahl day quiz • Fire safety week • Black History month • Show racism the red card event 	Events <ul style="list-style-type: none"> • World Kindness Day celebration • Anti-bullying week • Children in Need link with Primary Schools • Christmas celebration 	Events <ul style="list-style-type: none"> • National Story Telling week • World Religion Day • Eating Disorder Awareness Week • World Thinking Day • Shrove Tuesday – pancakes • Safer Internet Day (link to e-safety) 	Events <ul style="list-style-type: none"> • World Book Day • Science week –science fair • Roma Day (GRT) • RSPCA awareness week • Easter celebrations 	Events <ul style="list-style-type: none"> • World Fairtrade Day • Friendship Friday • Walk to School Month • Cultural Diversity Day • National Smile Month 	Events <ul style="list-style-type: none"> • Volunteers Week • World Refugees Day • Deafblind Awareness week • National Festival of Music for Youth
Educational Visits/Visitors <ul style="list-style-type: none"> • BHM storytelling workshop (Wendy Shearer) • African Drumming workshop (London African Drumming) 	Educational Visits/Visitors <ul style="list-style-type: none"> • Anti-bullying Week Roadshow event • Visit to Gravesend Borough Christmas • Market (focus on different ways to celebrate) 	Educational Visits/Visitors <ul style="list-style-type: none"> • Visit from E-safety safeguarding officer • Visits from local religious leaders to create a World Religion Day fair 	Educational Visits/Visitors <ul style="list-style-type: none"> • Visit to local RSPCA shelter • Visits for local businesses involved in STEM industries as part of the science 	Educational Visits/Visitors <ul style="list-style-type: none"> • Visit from Fairtrade stall holder and Fairtrade sale • Visit to Thurrock • Museum as part of Cultural Diversity Day 	Educational Visits/Visitors <ul style="list-style-type: none"> • Visit from Kent schools music • NWKAPS music festival

14 Having Good Conversations both inside and outside of school:

When thinking about preparation for adulthood, conversations should start early and be proportionate to the needs of the young person. They should be person centred, forward focussed, and offer real life opportunities to experience the world of work, independence, and friendships.

Below is a guide to what to think about each year to support the young person and their family to start planning for preparation for adulthood. This is not aimed as an action for schools to undertake but are suggested conversation prompts to support good transition. Dependant on the stage and needs of the young person these may be had with parents/ carers.

The document includes a range of areas to be covered, it is key to integrate this into the normally provided curriculum. Consideration should be made to link these conversations with the curriculum being delivered in the school, such as through SRE lessons (healthy relationships and sexual health), SMSC (cultural understanding and community engagement), PSHE (financial education, healthy eating and living), or through

relevant qualifications (LIBF Finance, Prince's Trust Qualification etc.).

The information, although noted against a certain age, apply across the age ranges depending on the cognitive ability of the child/ young person (i.e. a young person aged 17 may still be learning to feed themselves.)

To have conversations with young people who have communication needs will require the school to plan how to 'discuss' these topics with them. Such as using PECS, Symbol Support, Social Stories, Makaton, Eye Gaze, Communication Books and AAC.

Primary Phase of education ages 4 to 11:

The main role in the early years is to build skills to support the young person to make their own choices/ decisions in the future.

Empowering children to set realistic goals for their future.

Employment/Aspirations

- Numeracy
- Real world visits (fire stations, farms etc.)
- 'What do you want to be when you grow up?'
- Meeting role models
- Talk about different careers and education options
- Access to career related role models
- Start to build a personal profile of interests and ambitions
- School sessions from visitors on their careers

Independent Living

- Washing / brushing teeth
- Telling the time
- Paying in shops (supervised/ unsupervised)
- Sleep-overs and residential trips
- Cooking at school and home
- Understanding money – paying for snacks in school
- Shopping
- Moving around the school independently
- Travel training
- Transport and road signs

Health

- Child obesity checks
- Diet - making choices
- Dentist school visit
- Physical exercise
- Managing minor health needs e.g. asthma
- Immunisation
- Obesity check
- Articulating pain / health problems
- Starting puberty
- Know how to access support for mental health and wellbeing?

Who is responsible?

- Special Education Needs and Disability Teams at KCC
- School
- Child
- Parents/ Carers
- Social Care Teams (if Open)
- All Professionals involved with the child

Who is responsible?

- School
- Child
- Parents/ Carers
- Social Care Teams (if Open)

Who is responsible?

- School
- Child
- Parents/ Carers
- Health Professionals

Secondary Phase of education ages 11 to 16: For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Discussions about their future should focus on what they want to achieve and the best way to support them to achieve. Considering the right post-16 option is part of this planning. Children and young people's aspirations and needs will not only vary according to individual circumstances but will change over time as they get older and approach adult life.

Employment/Aspirations

Start discussing interests, favourite subjects, any aspirations about work in the future etc.

Start conversations using the Vocational profiles.

Independence careers information, advice and guidance Must be provided from years 8 to 13.

A range of external organisations/ providers should be invited into the school to talk about opportunities outside of the school.

Schools should use the Gatsby Benchmarks to support their careers provision.

Employers should be involved to explore real life employment options. Including Work Experience which should be meaningful to the pupil.

Independent Living

Start talking about the skills needed for independence in the future

- Travel training
- Making decisions about what to spend money on
- Making own food
- Socialising unsupervised in town / local community
- Independent living skills

Health

Ensure Health needs continue to be updated and reviewed

- Sex education
- Immunisation - tetanus
- Managing more complex health needs
- Understanding what the GP can help you with
- Annual health check with GP if registered Learning Disability
- Mental health and wellbeing
- Drug and alcohol education

PSHE (financial education, healthy eating and living).

Relevant qualifications (LIBF Finance, Prince's Trust Qualification etc.)

SRE lessons (healthy relationships and sexual health)

Who is responsible?

- Special Education Needs and Disability Teams at KCC
- School
- Child
- Parents/ Carers
- Social Care Teams (if Open)
- All Professionals involved with the child

Who is responsible?

- School
- Child
- Parents/ Carers
- Social Care Teams (if Open)

Who is responsible?

- School
- Child
- Parents/ Carers
- Health Professionals

Age 13/14: From Year 9:

NB - Young person has right of consent over use of their personal data (from age 12)

High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision. Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. It can be particularly powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
First Transition Review (young person and family to access Local Offer information about transition before and after review) Young person's hopes, dreams and aspirations captured to inform outcomes	Further discussions on interests, favourite subjects, any aspirations about work in the future etc.	Talk about the skills needed for independence in the future	Identify who will co-ordinate the Health Plan for transition to adulthood and ensure it brings all health needs together in one place	Identify young person's friendship group, closest friend(s) and other key people in their network
EHC Plan reviewed and new outcomes recorded on Preparing for Adulthood section	Agree who will help young person to develop a Career Plan and how this will be recorded	Identify anything to work on over the next year or/ and beyond	Begin to develop a Health Action Plan if not already in place to help communication in new settings	Support young person to develop and keep friendships – identify how the curriculum can help
Review of Provision plan for those with additional needs who do not have an EHC Plan	Identify how the curriculum will provide opportunities to explore the world of work and gain work experience	Identify how the curriculum will provide opportunities to build on skills for independence foster and explore ideas about where young people may live in the future	Begin to engage with mainstream services including GP	Support young person to develop and keep friendships – identify how the curriculum can help

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Parents & young person fact-find about post 16 provisions referring to Local Offer	<p>Use and update the Vocational profiles.</p> <p>Begin to think about planning work experience opportunity in Year 10</p>	Ensure family know how to access information about range of potential housing options for the future (Local Offer is a starting point)	Begin to plan how resources/ services will be accessed in adult life e.g. equipment, therapies, specialist support, free prescriptions, dentist, optician, diet & exercise, sexual health etc.	Identify any out of school activities the young person does or would like to access
Health services & social care may begin preparation for adulthood/ transition (consider referral to adult social care Transitions Team)	Has the YP visited post 16 providers? If not, the school's/ setting should encourage to do so (open days, call to arrange tours etc)		If a chronic medical condition, that is likely to require ongoing medical input into adulthood, has been identified the Ready Steady Go transition protocol should be initiated by Health. Ready Steady Go can also be used by families to help their conversations with clinicians.	Identify any time the young person spends time away from home/family
<p>Who is responsible?</p> <p>Special Education Needs and Disability Teams at KCC</p> <p>School</p> <p>Child</p> <p>Parents/ Carers</p> <p>Social Care Teams (if Open)</p> <p>All Professionals involved with the child</p>	<p>Who is responsible?</p> <p>Special Education Needs and Disability Teams at KCC</p> <p>School</p> <p>Child</p> <p>Parents/ Carers</p> <p>Social Care Teams (if Open)</p> <p>All Professionals involved with the child</p>	<p>Who is responsible?</p> <p>School</p> <p>Child</p> <p>Parents/ Carers</p> <p>Social Care Teams (if Open)</p>	<p>Who is responsible?</p> <p>Child</p> <p>Parents/ Carers</p> <p>Health Professionals</p>	<p>Who is responsible?</p> <p>School</p> <p>Child</p> <p>Parents/ Carers</p> <p>Social Care Teams (if Open)</p>

Age 14/15: Year 10 is the beginning of the process for choosing post 16 options. Ideally a preference will be identified in Year 10

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
2nd Transition Review: EHC Plan reviewed and new outcomes recorded on Preparing for Adulthood section	Start discussions about 'what I can offer', 'what I like doing', 'what support I need'	Think about curriculum opportunities to raise young people's aspirations e.g. older people with disabilities talking about living in their own place	Identify Health Lead to ensure Health Plan is in place and includes all appropriate input e.g. paediatrician, community nurse, therapies, hospital specialists, etc	Begin to discuss what is important to the young person about friends/social life in the future
Review of Provision plan for those with additional needs who do not have an EHC Plan	Identify who will support young person to access work experience or part time ('Saturday') work	Ensure that families are accessing information about potential housing options for the future (Local Offer is a starting point)	If a chronic medical condition, that is likely to require ongoing medical input into adulthood, has been identified the Ready Steady Go transition protocol should be initiated by Health. Ready Steady Go can also be used by families to help their conversations with clinicians.	How often is young person going out with friends? Is this enough? Is more advice or support needed?
Young person and parents consider all post 16 options	Agree how the young person will access information about supported employment, apprenticeships etc. (Local Offer is a starting point)		Ensure young person's GP has a copy of the plan Ask GP surgery about Annual Health Checks if eligible	Ensure family is accessing any information or support they need including Carer's Assessments to explore their own needs
If the likely option for post 16 involves a change of placement, start to identify what the young person will find challenging.	Use and update the Vocational profiles.		Ensure Practice Nurse and Community Nurse share information	If young person is likely to need Short Break (respite) services beyond 18 think about transition to adult services
	Start to explore the grades needed for college and/or university		Check young person and family are clear about the plan	

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
	Ensure the young person has had access to Careers Information, Advice and guidance to support good decision making		Discuss Personal Health Budgets Consider transition planning for young people with Continuing Health Care (CHC) funding	
Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the young person	Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the child	Who is responsible? School Young Person Parents/ Carers Social Care Teams (if Open)	Who is responsible? Young Person Parents/ Carers Health Professionals	Who is responsible? School Young Person Parents/ Carers Social Care Teams (if Open)

Age 15/16: Year 11

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Transition review: EHC Plan reviewed and new outcomes recorded on Preparing for Adulthood section	Review work experience undertaken and/or plan further opportunities	Link Housing and Career Plans to ensure people think about where they might live when thinking about jobs	Health Lead to ensure the Health Plan has been reviewed and is being implemented	Begin to think about how friendships can be maintained after school ends
Review of Provision plan for those with additional needs who do not have an EHC Plan	Continue discussions about future and explore a range of options (see Local Offer for suggestions)	Think about time spent away from home and how this does or could help to develop independence	Ensure young person and family know when they will be discharged from each of the services they use now and who they will take over responsibility	Help young person to plan how to keep in touch with others and vice versa Including e-safety and staying safe online
Updated EHC plan issued by the LA by 31st march naming post 16 provision.	Explore how any Personal Budget or Direct Payment could be used to support employment aspirations	Ensure families have info on all housing options: choice-based lettings, family investment, buy-to-let, private rental	Ensure the young person/family knows how their health needs will be met	Can/does young person use local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc.?

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Plan developed to support the move to a new provider: School to support information sharing and transition.	Discuss the Post 16 bursary with young person where relevant		Annual Health Check via GP if eligible	Ensure family is accessing any information or support they need including Carer's Assessments to explore their own needs
	Plan for post 16 – which college – what is the progression?		Consider transition planning for young people with Continuing Health Care (CHC) funding	If young person is likely to need Short Break services beyond 18, think about transition to adult services
	Use and update the Vocational profiles.		If a chronic medical condition, that is likely to require ongoing medical input into adulthood, has been identified the Ready Steady Go transition protocol should be initiated by Health. If the child is already on the programme they may progress to Steady. Ready Steady Go can also be used by families to help their conversations with clinicians.	If young person isn't known to Disabled Children's Social Care teams, support family to think about whether a referral into adult services is needed.
			NB - If young person is educated out of area plans will need to be made for accessing Kent health services on their return	

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the young person	Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the child	Who is responsible? School Young Person Parents/ Carers Social Care Teams (if Open)	Who is responsible? Young Person Parents/ Carers Health Professionals	Who is responsible? School Young Person Parents/ Carers Social Care Teams (if Open)

Age 16 – 18: Years 12 to 13: Mental Capacity Act (ages 16/17) – ensure young person has appropriate support to make their own informed decisions.

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Annual Review to be conducted by: For school setting: as previous years (also update EHCP) For college setting: by college staff (facilitate update of EHCP) For training programme or supported apprenticeship/ traineeship: by Provider	Ensure Vocational profiles continue to be updated	Ensure young person/family know how to put their name on the housing register (NB this can now be done jointly with friends if you are looking for a shared house) and understand choice-based lettings	Ensure that the young person/family are in control of any financial support for keeping healthy	Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising
Job applications, work experience, or further study are planned as required by young person	Plan to spend progressively more time in job/further education young person is interested in	Ensure young person/family seek benefits advice	Ensure that young person gets a health check every year to build on his/her Health Plan	Can the young person access local services?

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
Young person and parents consider all post 19 options	Continue to explore all possible options including supported employment, apprenticeships, work-based learning, work-related learning at college, paid work, self-employment, higher education	Ensure young person/family is able to access information about all potential options (Local Offer is a starting point)	Ensure that young person knows how to keep healthy	Can the young person travel/get out when they choose, either on their own, with friends or with support?
	Pathway plan to be discussed with Personal advisor (for care leavers)	NB – anyone going on to receive services from Adult Social Care may be asked to pay a contribution based on their income. Care Managers (Social Workers) should arrange for a Financial Assessment.	Ensure relevant professionals are in contact with each other and share information (with relevant consents)	Can they use a telephone, mobile, email, social networking, public transport, learning to drive etc?
			Transition planning for young people with Continuing Health Care (CHC) funding	Is any additional advice or support required to develop or maintain friendships and/or social life?
		Where appropriate transition planning for young people involved with mental health services begins		

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
		If a chronic medical condition, that is likely to require ongoing medical input into adulthood, has been identified the Ready Steady Go transition protocol should be initiated by Health. If the child is already on the programme they may progress to Steady.		
		Ready Steady Go can also be used by families to help their conversations with clinicians.		
Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the young person	Who is responsible? Special Education Needs and Disability Teams at KCC School Young Person Parents/ Carers Social Care Teams (if Open) All Professionals involved with the child	Who is responsible? School Young Person Parents/ Carers Social Care Teams (if Open)	Who is responsible? Young Person Parents/ Carers Health Professionals	Who is responsible? School/ Education Provider Young Person Parents/ Carers Social Care Teams (if Open)

Age 18-25: Years 14 upwards: What things could look like.

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
EHC Plan may continue, if agreed it is appropriate, when young person is accessing: Further Education, training programme, apprenticeship, traineeship, residential specialist college	Moves to or remains in Further Education (if this supports outcomes in EHC Plan)	May live at home	May access healthcare independently	May access mainstream activities and social setting (with or without support)
EHC Plan will cease where young person is accessing: Higher Education, paid work, work experience, volunteering, day services or independent day time activities, residential care.	Moves to Higher Education (EHC Plan and LA support ceases)	May live independently away from family home (& possibly receive housing benefit)	May access healthcare with support from specialist settings	May rely on family for social skills
If the young person continues in learning, Annual reviews should continue to take place and options explored.	Moves to an Apprenticeship (EHC Plan continues potentially)	May move to supported living, if eligible (& receive housing benefit)	May rely on family for good access to healthcare	Ensure family is accessing any information or support they need including Carer's Assessments to explore their own needs
	Paid work; Work Experience; Volunteering (EHC Plan ceases)	May live at College or in a Residential Care setting	May attend annual GP Health Check	
	Residential Specialist College (EHC Plan continues)	Ensure young person/family seek benefits advice	Ensure relevant professionals are in contact with each other	

EHC	Employment/ Aspirations	Independent Living	Health	Social life & relationships
	Residential Care with no education (EHC Plan ceases)	Ensure young person/family is able to access information about all potential options (Local Offer is a starting point)	If a chronic medical condition that is likely to require ongoing medical input into adulthood has been identified the Ready Steady Go transition protocol should have been completed by Health. The young person should be provided the Hello questionnaire by the adult services they use.	
	Daytime Activities via Adult Social Care, if eligible, or independent daytime activities (EHC Plan ceases)		NB - If young person is educated out of area plans will need to be made for accessing Kent health services on their return	

15 IASK – Information Advice and Support Kent

IASK support families of children and young people (0 – 25 years) with special educational needs or disabilities. They hope to empower children/young people and their parents to make informed choices about their children's education, other outcomes and communicate confidently.

Their advice and support is confidential and impartial. They support schools in working with parents and provide information and advice to practitioners who are supporting children, young people, and their parents.

IASK also provide a range of workshops for both parents and professionals covering:

- Legislation
- SEN Support in mainstream schools and colleges
- Parents Participating Confidently
- Getting the best out of meetings

They can also arrange workshops if you have a venue and at least eight people interested in attending either on-line via zoom or at a venue.

To discuss our workshops, please contact IASK on 03000 412 412 or via email iask@kent.gov.uk

Website iask@org.uk and find us on facebook: Information, Advice and Support Kent - IASK



16 Local Offer

Kent County Council provides information on our website about local support for children and young people with special educational needs and disabilities (SEND), their families and professionals. The Local Offer can support professionals working in schools to support families, by signposting to information and having a clear understanding of the information available for families

The Local Offer covers:

- Support available to all children and young people with SEND from universal services such as schools and GPs
- Targeted services for children and young people with SEND who require additional short-term support over and above that provided routinely as part of universal services
- Specialist services for children
- Advice around educational options:
 - Special educational, health and social care provision for children and young people with SEND
 - Other educational provision, for example sports or arts provision
 - Post-16 education, training, apprenticeships and supported internships
- Arrangements for travel to and from schools, post-16 institutions and early years providers
- Institutions approved under Section 41 of the Children and Families Act 2014
- Support to help children and young people move between phases of education (for example from early years to primary school)
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA
- Information on developing independence
 - Housing Options
 - Benefits information
 - Social care support
- The Local Offer has been developed in partnership with parents, carers, young people and professionals and new information is added regularly.
- Knowing what is out there and having the right information in one place gives young people and their families more choice and more control over the services they use.

The Local Offer and can be found here:

www.kent.gov.uk/localoffer



17 PfA Information Events

Top tips for planning a successful Preparation for Adulthood Event

A: Plan your target group

To ensure this is an outcome-based event think about who will be attending, their hopes, dreams and aspirations and ensure that there is a fair representation from a range of services attending.

Ensure the event is accessible and relevant to all children and young people in your school.

B: Work with other education providers and third sector organisations

Work with several charities/partners/colleges and ask each to bring (for example):

- 3 of their 'near to employment' young people, who can help inspire those attending the events.
- 3 young people who have moved into independent/ supported living
- 3 young people who access community activities
- These could be the same young people, but each will bring with them information on their own experiences.

C: Target the right market holders

Inviting the right people to the event will be critical to making it a success. Invite:

- Employers that are known as supportive employers, Link with Kent Supportive Employment to help identify employers who may wish to attend.
- A range of colleges and educational providers to attend
- Housing agencies/ Housing support
- Social Care representatives
- IASK – Information Advice and Support Kent
- Independent Careers Advisors
- Local Community interest charities/ partners

Employers who attend must have entry level vacancies or apprenticeships to offer or Work Experience or training. They should be asked to specify what they can offer before the event for planning purposes e.g. permanent role, contract, traineeship, Work Experience etc. It may be useful to check with The Education People which sectors have the most entry level roles and opportunities, in your area.

D: Make it straightforward for the young person to get the most from the event

Prepare an event booklet for each young person with a profile of each organisation in attendance, an outline of the event and a section where the young person or guide can write notes of each interaction and follow-up from the event.

E: Select a venue

In many cases the educational provider will wish to use their own venue, however, consider linking with other local schools to make a larger shared event. Remember these providers will be asked to attend several different events, often at the same time of year.

Typical criteria:

- Its free or low cost
- Spacious so that YP's aren't overwhelmed
- There are several large rooms for different activities
- Easy for people to travel to
- Break-out spaces for visitors to take time out
- Ability to organize basic refreshments

F: Volunteer guides

Arrange for several volunteer guides – preferably one per attendee so that everyone has someone that can introduce them to each provider. Make them visible with T shirts with Guide on the back

G: Identification of everyone in the event

- Ensure that everyone at the event has a name badge and details of who they represent.

H: Provide Training before the event so they are empowered and feel confident

- Arrange for training for all the providers to give them ways to communicate with attendees.

I: Get the most outcomes possible from the event

To get the best outcomes from the event capture feedback and evaluation on the day. Young person feedback can be verbal and recorded by the guides and each provider should have a feedback form/grid before the event and be asked to record interactions, pledges, and next steps throughout the day.

J: Make it an annual event and make it better and better every time

There will always be things that went well and things that could be done differently so capture these with the core team 3 weeks after the event to ensure that year on year they get better and better!

Write letters of thanks to all and congratulations letters to those attendees who really stood out/did something out of their comfort zone.

18 PfA Self-Evaluation Toolkit

Preparing for Adulthood developed a suite of self-evaluation tools, which are designed to support professionals from across education, health and social care and in both children's and adults' services to ensure young people and their families are able to prepare effectively for adulthood.

Each version is made up of a list of key themes for each audience and considers what should be happening in local areas. Professionals can use it as a self-evaluation tool to understand what is working well and where things might need to improve.

For each audience it will signpost to key Preparing for Adulthood resources that support practice. It will identify key messages from Part 3 of the Children and Families Act 2014 and link to other relevant legislation and statutory guidance. The

version linked below is designed for professionals working in schools. For a fuller picture it can be read in conjunction with the version for Post-16 providers.

The toolkit was produced by the Preparing for Adulthood Programme. The National Development Team for Inclusion (NDTi) and the Council for Disabled Children (CDC) have been commissioned by the Department of Education to deliver the Preparing for Adulthood (PfA) Programme. Preparing for Adulthood is part of the DfE delivery support contract Delivering Better Outcomes Together.

<https://www.preparingforadulthood.org.uk/downloads/pfa-self-evaluation-tool/pfa-self-evaluation-tool-schools.htm>

19 Supporting Young people to explore housing options:

Schools play a part in supporting young people to explore their housing options; however, this isn't always an easy job. Most of us dream about having a home of our own, but many young people with special educational needs or learning disabilities get little choice about where they live or who they live with. A person's disability is often seen as the main factor when considering housing options, rather than thinking about the things they want in life.

No Place Like Home is a Housing and Support booklet to help young people with Special Educational Needs and Disabilities, find a housing choice right for them. The purpose of this booklet is to advise about different ways to get housing and support in Kent. It is not in an easy read format, but it is in plain English. For some people this may be fine but for some, the language here will be too difficult.

This document contains information on housing options, which include:

- Renting your own home
- Owning your own home
- Supported Living schemes
- Staying in your current home
- Moving on Schemes
- Living with other family members
- Shared lives schemes
- Residential care and nursing homes

This booklet is designed to provide information that will support a discussion with someone with learning disabilities who is thinking about moving into their own home. It aims to describe the advantages and disadvantages associated with different types of housing options and support that you will find in your area. It will also set out the arrangements for ensuring planned and supportive transitions to independent living between Kent County Council (KCC) and the twelve District & Boroughs. In each section, there are some questions to discuss; these are in blue boxes. The light green boxes provide useful local or national sources of information.



20 Health

Schools provide a good starting point in supporting young people and their families to understand the support available to them long term. In the main schools will be sign posters to information on the local offer and within the NHS.

Health aim to support young people transitioning into adult services to enhance their quality of life and empower and support them to manage and understand their health conditions and promote wellbeing. For schools, supporting this can be challenging as sometimes, child and adult services do not mirror each other, so transition is not always straightforward. Health providers in Kent (not including Continuing Healthcare) use the nationally recognised 'Ready Steady Go' and 'Hello to adult services' programmes to help make the process as smooth as possible.

Ready Steady Go, Hello is a transition tool designed to help young people and their parents/ carers manage any chronic medical conditions. It enables families to learn about treatment, gain the confidence to ask questions and be involved in decisions about their care. This allows them to know when to get help, who to contact in an emergency and stay informed about any support networks available. From the age of 14 years old (year 9), young people are encouraged to use the Ready Steady Go tools to facilitate conversations with clinicians about health.

One of the roles for health professionals during the transition process is to identify if there are continuing health care needs. For young people in receipt of continuing care, they will be referred to adult continuing health care teams to begin the process to determine if when they turn 18, they will be eligible for Continuing Health Care, this happens at the age of 14 years. There is no guarantee that children and young people in receipt of continuing care will meet the criteria for NHS Continuing Healthcare or NHS funded Nursing Care once they turn 18. However, even if the eligibility is not met for adult NHS continuing healthcare, NHS remain responsible for meeting certain health needs.

Where a continuing care package exists, the transition process may be supported by a named health worker. They will coordinate the Health transition to adulthood and ensure it brings all of the health needs together in one place. This includes, but is not limited to, collecting input from pediatricians, community nurses, therapies and hospital specialists, as well as planning how resources (such as free prescriptions; equipment; diet and exercise; sexual health; dentist; optician) will be accessed in adult life.

For young people with a learning disability the GP or another professional, may make a referral to the Community Learning Disability Service who are a team of health professionals that promote health and wellbeing in adult life.

Anyone aged 14 or over who is on their GP's learning disability register can have a free annual health check once a year. The year 9 annual review is a good time to ask young people/ their families to check with their GP practice if they are on the register. Annual health checks are for adults and young people aged 14 or over with a learning disability.

<https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/>

For young people accessing mental health services (CAMHS), transition into adult services differs depending on your treatment. At 17 and a half an assessment should take place to decide whether a professional in adult mental health services will need to continue to be involved. For young people who do not meet the criteria for adult mental health services, they are discharged to the GP at 18.

For young people who have a long-term condition, supported by a hospital consultant or specialist team, their care and treatment will be transferred to either the GP or to an adult physician with specialist knowledge of the long-term condition. This will happen between ages 16 -18.

Resources:

Care Act Factsheet

<https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-children-and-families-act-and-the-care-act.htm>

Care Act Transition Guide

<https://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/>

Communication Trust

<https://www.thecommunicationtrust.org.uk/>

Benefits

<https://www.gov.uk/browse/benefits>

Disability Rights UK

<https://www.disabilityrightsuk.org/how-we-can-help/benefits-information/factsheets>

Housing Information: No Place Like Home

<https://www.preparingforadulthood.org.uk/downloads/independent-living/no-place-like-home-guide.htm>

Housing Choices

<https://www.ndti.org.uk/resources/housing-choices-integrated-discussion-paper>

Information, Advice and Support Kent (IASK)

www.iask.org.uk/

Local Offer

www.kent.gov.uk/education-and-children/special-educational-needs

Mental Capacity Act (Factsheet)

<https://www.preparingforadulthood.org.uk/downloads/young-people-and-family-participation/factsheet-the-mental-capacity-act-2005-and-supported-decision-making.htm>

National Careers Service

<https://nationalcareersservice.direct.gov.uk>

NDTi – Preparing for Adulthood

www.preparingforadulthood.org.uk

Person Centred thinking Tools, Developed by Helen Anderson Associates

www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/

Statutory Guidance For Careers advice and Guidance

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Transition from Children to Adult Services

<https://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/>

Vocations Profile Workbook

<https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm>

Volunteering Matters

<https://volunteermatters.org.uk/>



For alternative formats, please email **alternativeformats@kent.gov.uk** or call **03000 42 15 53** (text relay service number 18001 03000 42 15 53). This number goes to an answering machine, which is monitored during office hours.