Preparing for Adulthood

Planning pathways to employment and beyond ....

Ellen Atkinson
Preparing for Adulthood/NDTi Regional Adviser
27th November 2018
Code of Practice
Chapter 8 - Preparing for adulthood from the earliest years

High aspirations - discussions about longer term goals should ideally take place well before Year 9 (age 13-14) at school

Preparing for Adulthood means:

➢ higher education and/or employment
➢ independent living (choice and control, having a voice)
➢ 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
Pathway to Adulthood

• Different conversations - person-centred planning to elicit aspirations (what is important to the person)

• Knowing what works along the pathways and how to use that knowledge to write outcomes and identify the right provision
Person-Centred Approaches

• Person-centred planning is a perfect way of developing an Education, Health and Care plan and a SEN Support Plan

• Been used for nearly fifty years – nothing better has emerged!

• Takes an “ordinary life” approach – who is this person, what is important to them and what support do they need to have a full and fulfilling life?
What is Important to Young People?

- I want friends at school
- I want to play with friends out of school
- I would like to sleep over with my friend
- I would like to go clubbing
- I want a job
- I want to work in a shop
- I want to be a games designer
- I want my own place
- I want to live with my boyfriend
Evidence of What Works

• We need to know what works!
• Raising aspirations and expectations of children and young people, families and everyone who supports them
• Person-centred transition planning with a focus on PfA outcomes
• Welfare advice, ‘better off’ calculations
• Real work experience, so that families see that work is positive and possible
• Vocational curriculum that supports young people’s aspirations
• Supported employment organisations working with young people in school and good supported employment from 16+
Paid Employment
• Raise aspirations around employment
• Careers advice
• Good-quality work experience
• A range of vocational options
• Advice and information
• Part-time jobs
• Vocational profiles
• Disabled people as role models in employment
What works?

- Presumption of employability
- Inspiring role models
- Employment focused person-centred transition planning
- High quality careers advice
- Meaningful work experience
- Accessible vocational training
What’s possible?......
Workbook to accompany the Vocational Profile form for use in schools and colleges
Preparing for Adulthood

Work experience that works
A practical guide for employers and education providers to support young people with SEND into meaningful work experience

www.PreparingforAdulthood.org.uk
Independent Living (good housing options, choice and control over your life and support)
No Place Like Home:

A Housing and Support booklet to help people with Learning Disabilities find a housing choice right for them.
Housing Options

- Residential Care Home
- Shared Supported Housing
- Shared Lives
- Network – e.g. Key Ring
- Cluster flats/extra care
- Ordinary Housing Options
- Renting from Council
- Renting from a housing association
- Private Renting
- Shared Ownership
- Outright Owners
- Family funded options
Friends, relationships and community inclusion
Friends, relationships and community participation

- Think about friends from the earliest years
- Set up and support circles of friends
- Workforce to be more aware of the importance of supporting friendships for motivation and learning
- Use available resources to support friendships and community participation
- Ensure the Local Offer is inclusive
- Student forums to include young disabled people
- Travel to be integral to all planning
- Curriculum to include the tools of keeping in touch
- Support adult relationships
- Focus on the things that are important to all young people
How do we achieve this?

- Start early
- Listen to young people and families
- Raise expectations and aspirations
- Joint responsibility and accountability
- Ensure the voice of the young person is central to their plan
- Take the views of young people into account
- The importance of young people taking part in decision making
- The importance of supporting young people to participate fully in the decisions they have made
Some of the challenges

• E + H + C!
• LA’s struggling
• Colleges challenged by funding and supporting young people without plans
• Knowing who does what and when
• Post 19 – ensuring young people continue to have positive life experiences once they leave education and maintain friendships
Preparing for Adulthood

Employment

Independent living

Community Inclusion

Health Pathway

5 key messages → 4 Pathways → Prepared for adulthood

Personalise your approach
Develop a shared vision
Improve post-16 options and support
Raise aspirations
Plan services together

= Toolkit + Music therapy + Local offer + Personal budget

0 ---- 5 ---- 10 ---- 15 ---- 20 ---- 25

Preparing for Adulthood
Routes into Work Guide 2018
Education & Skills Funding Agency

Funding of students 16-25 with SEND

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

Preparing for Adulthood

Employment

Independent living

Community Inclusion

Health

Personalise your approach

Develop a shared vision

Improve post-16 options and support

Raise aspirations

Plan services together

5 key messages → 4 Pathways → Prepared for adulthood

Revised Edition © 2017 Preparing for Adulthood | www.preparingforadulthood.org.uk
Please fill in the supported internship questionnaire!

https://www.surveymonkey.co.uk/r/K3VRHVY
Preparing for Adulthood contact details:

- Email: info@prepforadulthood.org.uk
- Web: www.preparingforadulthood.org.uk
- FB: www.facebook.com/preparingforadulthood
- Twitter: @PfA_tweets
- Phone: 0207 843 6348
- Contact: Ellen Atkinson
- Email: ejatkinson@me.com