

# Preparing for Adulthood



## Planning pathways to employment and beyond ....

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*Delivering Better Outcomes Together*



# Thinking about outcomes....



## 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+



# PATHWAY IN TO PAID WORK

March  
2010  
P. Mendonça



Getting A Life

Transition  
Planning

YEAR 9 REVIEW

YEAR 10 REVIEW

YEAR 11 REVIEW

POST 16

Personalisation

PERSON-CENTRED  
TRANSITION PLAN  
Find out about getting  
choice and control over  
your support and a  
personal budget

PERSON-CENTRED  
TRANSITION PLAN  
Start SUPPORT PLANNING  
Who will support the young  
person with meaningful,  
community-based work experience?

PERSON-CENTRED  
TRANSITION PLAN  
Find out  
how much  
you can get  
for support  
INFORMS:  
FUNDED  
SUPPORT  
PLAN  
Informs  
Section  
139a  
Get your Personal  
Budget funding:  
• DWP?  
• Social Care?  
• Others?

PROGRESSIVELY SPENDING TIME  
IN THE JOB YOU WANT...

Personalised  
Supported Employment

CAREER  
PLAN  
Who will  
co-ordinate  
this?

Discovery... profiling...  
What can I offer? What do I like?  
Who will support me? eg job coach  
DO WORK  
EXPERIENCE  
+ Saturday & holiday jobs

BIG  
CAREER  
PLANNING  
MEETING  
Job coach funded by  
Direct Payments?  
Individual budgets?

DECIDE  
ON YOUR  
FUTURE

Curriculum

Identify how  
year 10 options  
will support  
career aspirations

CURRICULUM - Informed by career plan and work experience  
- Personalised to the young person to support the learning they need for  
their career & their lives....

Supported Employment  
Use Individual Budget  
to buy job coach  
Internship  
Project Search  
Apprenticeship  
Work based Learning  
Mainstream courses  
Further Education  
or 6th Form College

PAID  
WORK

INCLUDING  
SELF-EMPLOYMENT

Strategic Pathway

THINGS THAT NEED TO BE IN PLACE AND QUESTIONS TO ANSWER  
Accessible information about:  
• The jobs people with learning disabilities  
can do  
• The help you can get from year 9  
• Individual Budgets & support planning  
• Welfare Benefits & advocacy

How does the local system:  
• Link transition planning, personalisation and supported employment?  
• Support all staff to work together and develop good processes?  
• Work out who will help develop the support plan? • Let young people & families know who will provide what support?  
• Support young people to plan for careers and jobs from Year 9?  
(by curriculum, transition workers or a supported employment agency?)

Re-commission services & identify resources  
to provide supported employment  
from Year 9 and beyond....

Reasonable  
Adjustments



# Paid Employment





# Supporting employment outcomes



- 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**

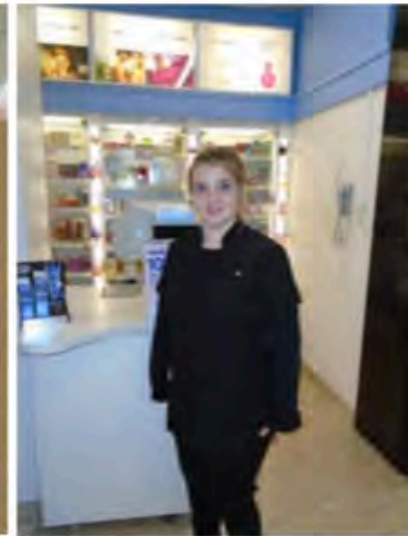


# Preparing for Adulthood



## Work experience that works

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



# Independent Living (good housing options, choice and control over your life and support)



# Housing Options



## 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



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

# Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

## Employment

## Independent living

## Community Inclusion

## Health Pathway



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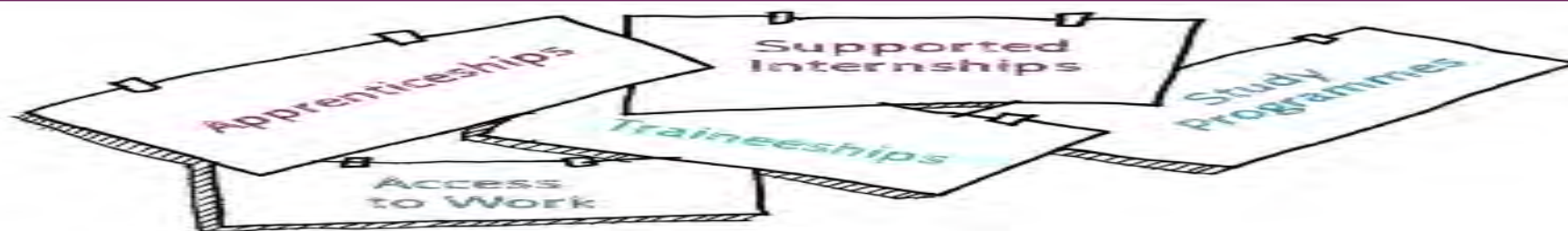


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# Routes into Work Guide

2018





Preparing for  
**Adulthood**



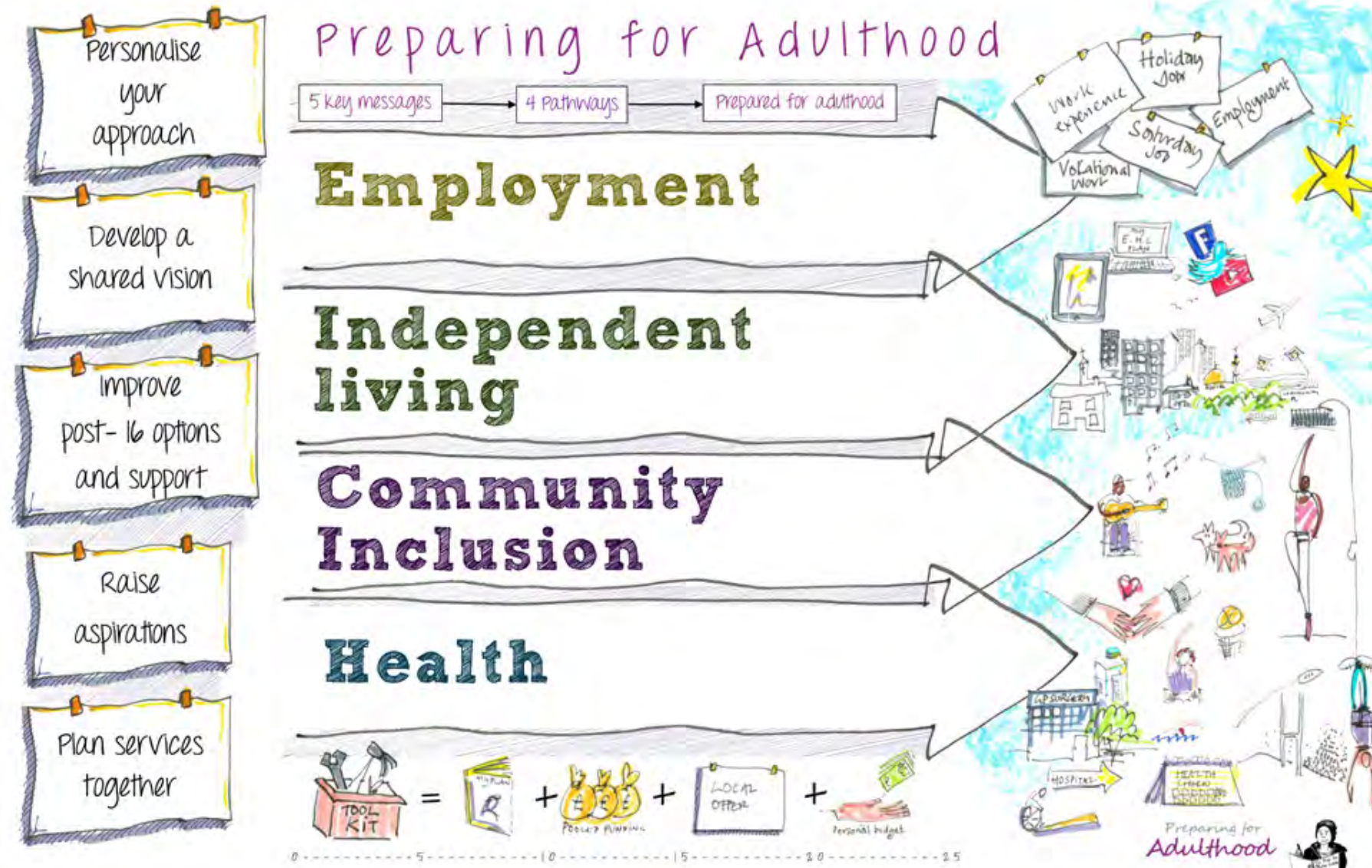
Education & Skills Funding Agency

# Funding of students 16-25 with SEND

A Quick Guide



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







Please fill in the  
supported internship questionnaire!

[https://www.surveymonkey.co.uk/r/  
K3VRHVY](https://www.surveymonkey.co.uk/r/K3VRHVY)

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