Education Health and Care Plans to *Employment*

Health and Care Plans

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Overview

- What does the Children and Families Act say about employment?
- Taking a person centred approach
- A case study
- Sharing local practices
SEND Code of Practice

High aspirations for all is a key to success and all work being done with children and young people should bear in mind the 4 themes of preparing for adulthood:

- Education and employment
- Health and Wellbeing
- Being part of the community, having friends and relationships
- Independent living and housing options

These outcomes must be considered holistically, with the right focus on all elements to meet the personalised outcomes of each young person.
SEND Code of practice

- s8.7 Requirement to start early and include pupils with SEND in activities with pupils who don’t have SEND
- s8.9 Local authorities must ensure that the services they provide co-operate to help young people prepare for adulthood
- s8.11 EHCP reviews after year 9 focus on preparing for adulthood, planning must be centred around the individual and transition planning must be built in
- S8.26 Schools and colleges must co-operate with post year 9 reviews
SEND Code of practice

- S8.33 All professionals working with a young person with SEND should start with a presumption of employment
- s8.35 Schools and colleges should match students carefully with the available placements with an understanding of the student’s potential, abilities and interests
- s8.36 Schools and colleges should consider funding from access to work
- s8.37 Schools and colleges should consider “job carving”
- s8.39 Education and training should include help for students who need to develop skills to prepare them for work - assistive technology, independent travel training, support to set up a micro-enterprise
SEND Code of practice

- s8.41 Packages of support across five days a week
- s8.42 Packages of support do not have to be at one provider and can include:
  - Volunteering or community provision
  - Work experience
  - Opportunities to equip young people with skills
  - Training to develop and maintain friendships and access the community facilities
- s8.52 The local offer must include support and provision for young people with SEN regardless of whether they have an EHCP
- s8.67 Under no circumstance should young people find themselves suddenly without support or care as they transition to adult services
- S8.80 EHCPs must be maintained as long as the young person needs it or remains in education or training
Stop people falling off the cliff:

Make best use of EHCPs

- End three day a week provision in EHCPs post 19
  - para 8.39 and 8.40 of the SEND code of practice
- Don’t cease EHCPs because of a failure to attain qualifications
  - *Buckinghamshire CC vs SJ [2016] UKUT 0254*
- Don’t ignore the provision written into EHCPs - a young person will need the same things to access employment and education
- Adopt a PFA structure from year 9 onwards
Case study

Take 10 minutes to read the real life case study

Discuss in your groups (15 minutes)

- What mistakes were made in decisions made for this young person?
- What should have been done differently?
Sharing of good practice

Take a five minutes to think of good practice that you have seen, done or heard about

Feedback these examples to the group
Questions