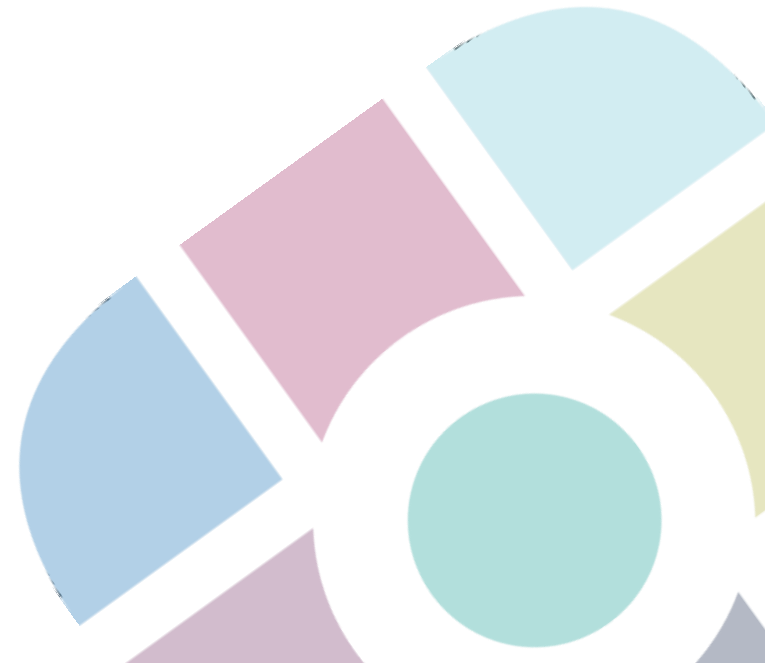


# Pathways into Employment

Preparing for  
*Adulthood*



# Pathways

- 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



0 - 5 - 10 - 15 - 20 - 25



Preparing for Adulthood



# Pathway to Employment

- 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?

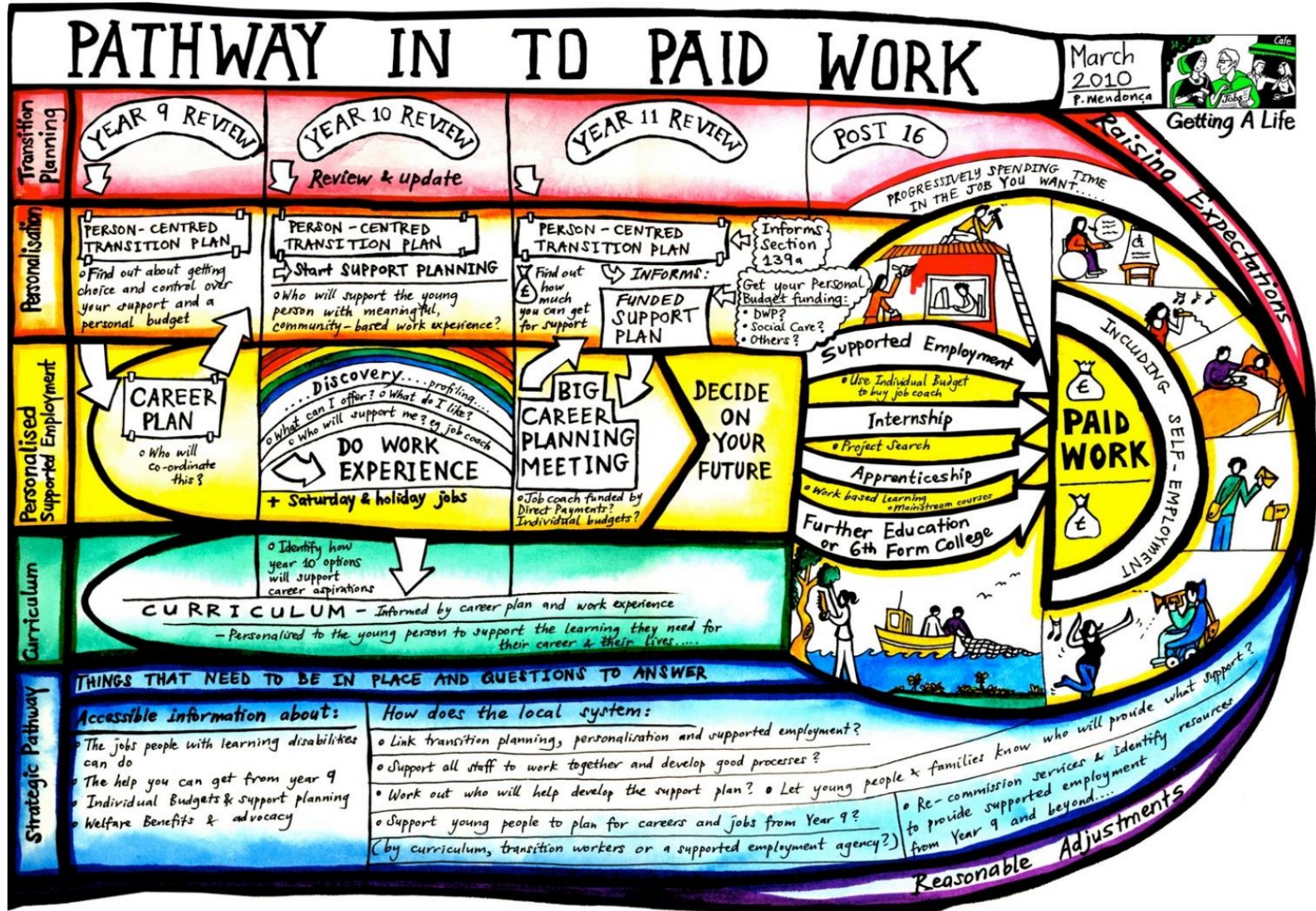
# Evidence of What Works

- We need to know what works!
- Young people will only move towards their aspirations if we know how to achieve the steps that will take them towards those aspirations

# 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

# Employment



# What Works?

- Plan from year 9
- EHC plan to include aspirations about employment
- Develop a vocational profile
- Supported employment expertise to support young person
- Work experience while still at school
- Curriculum to support planning for employment
- Joint working and using all available resources to support employment activity
- Disabled adults who are working to provide inspiration and role models
- Good welfare rights and other advice available
- Place and train model works



# Aspirations to Outcomes

## **Aspiration**

- To get a paid job when I leave education

## **Outcome(s)**

- By December 2018 I will have a vocational profile that clearly sets out what I'm good at, what type of employers need my abilities and what support I need to get a paid job when I leave education
- By December 2018 I will have a communication passport so that colleagues understand how I communicate way of making myself understood in the work place by work colleagues
- By July 2019 I will be able to travel around my local community by either walking, using the bus or the train with the support I need
- By July 2019 I will have had 4 meaningful work experiences in a range of community based settings so that I have an understanding of different type of job roles
- In September 2019 I will begin a supported internship

# How to Achieve the Outcomes

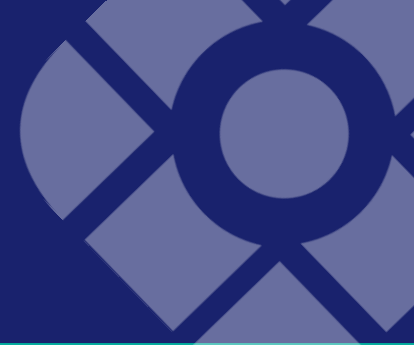
## Steps towards the outcome

- For my mum and dad to know that work is possible and positive
- To identify who will support me to do a vocational profile which will record what I am good at, interested in and who needs my skills
- To identify who will support my work experiences and have planned work experience
- To explore how travel to college as independently as possible
- To be able to tell the time and use a mobile phone
- To know when I am becoming angry or frustrated so that I can get support to avoid a problem
- For everyone to know what reasonable adjustments can be put in place so that I can make a positive contribution in the workplace



National Development Team for Inclusion

# Thank You



- [www.ndti.org.uk](http://www.ndti.org.uk)
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