

B&NES Preparing for Adulthood Guide Year 9 13-14

Preparation prior to the review

- School to coordinate the review (Preparing for Adulthood review from year 9)
- Consider how the annual review can be joined up with any other review, e.g. A Transition Assessment under the Care Act 2014 or Short Breaks Review
- Start My Future My Choice prior to the review.
- Update the one page profile and include the four pathway headings.
- All young people should have a one page profile that reflects what is important to them and what good support looks like around the four pathways.
- Ensure that the young person can present the information on their one page profile in whatever way they are comfortable with.
- Professional reports collected around person centred review headings.
- Families and supporters are prepared for their contribution around the PCP headings.

Be person centred	Think Pathways	Act / move to EHC plan
<p>Support the young person to be as involved as possible in their preparation for adulthood</p> <p>Conduct review around the PCP headings to capture :</p> <ul style="list-style-type: none"> • what people like and admire, • what is important to the young person now • what good support looks like to them now and in the future • what is working well • what's not working well <p>Utilise person centred tools where needed e.g. additional one page profiles , skills maps, communication charts, learning logs, community mapping, relationship circles, decision making agreements</p>	<p><u>Employment</u> Capture current employment dreams and aspirations Identify young person's gifts and skills and relevant experience both inside and outside of school Identify specific interests Start the conversation about paid work Start exploring job sectors, see Career Pilot/National Careers Service Identify curriculum needs that support the employment aspirations What would relevant work experience look like? What employment opportunities are there in current communities? What is needed to support independent travel? Is a Personal Budget likely to help the young person to achieve their goal? What are the opportunities for work experience or voluntary work? What reasonable adjustments will be needed in the workplace? Are there people in the young person's community/support network who can support the career plan? Agree who will help the young person develop a career plan. Develop a vocational profile</p> <p><u>Independent Living</u> Capture young person's aspirations Start talking about the skills needed for independence including travel, money, staying away from home. Identify things that need working on. Start the conversation about where and how the young person wants to live as an adult in the short term and long term, who they want to live with Begin to identify likely specialist support needs</p> <p><u>Health</u> Capture the young person's aspirations around health, including diet , exercise and self –medication if appropriate Start a Health Support Plan Discuss the transition from specialist paediatric services to adult health care. Helping children and young people understand which health professionals may work with them as adults, Plan to engage with mainstream health services e.g. GP Identify who will prepare the young person's transition plan for health</p> <p><u>Friendships, relationships and community</u> What are the young person's aspirations? Discuss mobility and transport support Discuss/ plan to find out about social and community activities, and opportunities for engagement in local decision- making. Identify universal and targeted associations/groups in the community that support interests Identify any support needs re developing and maintaining friendships and relationships</p>	<p>Review existing EHC plan</p> <p>Start PFA plan as part of EHC plan</p> <p>Populate Preparing for Adulthood plan with outcomes and targets following discussion around the pathways</p> <p>Ensure identified areas that are Working Not Working for the young person moved to EHC plan where needed</p> <p>Consider where personal budgets can support PFA Outcomes for the young person and action accordingly</p> <p>New Outcomes Specific to Preparing for Adulthood set and agreed</p> <p>Signpost to the Local Offer</p> <p>Identify Lead Professional</p> <p>-----</p> <p>Other relevant information in year 9</p> <p><i>Identify whether the young person or carers be eligible for a transition assessment under the Care Act 2014 and request same (if it is timely)</i></p> <p><i>For young people receiving continuing health care CHC to notify CCG when young person turns 14 (care act 2014)</i></p>

Get support and Information

Independent supporters (year 9 via SEND Partnership Service)
 SEND Partnership Service

The Local Offer/ Preparing for Adulthood Guide
 Youth Connect

B&NES Preparing for Adulthood Guide Year 10 14-15

Preparation prior to the review

- School coordinate the review (Preparing for Adulthood review from year 9)
- Consider how the annual review can be joined up with any other review, .e.g. A Transition Assessment under the Care Act 2014 or Short Breaks Review
- Start My Future My Choice prior to the review.
- Update the one page profile and include the four pathway headings.
- All young people should have a one page profile that reflects what is important to them and what good support looks like around the four pathways.
- Ensure that the young person can present the information on their one page profile in whatever way they are comfortable with.
- Professional reports collected around person centred review headings.
- Families and supporters are prepared for their contribution around the PCP headings.

Be person centred	Think Pathways	Act / move to EHC plan
<p>Support the young person to be as involved as possible in their preparation for adulthood</p> <p>Conduct review around the PCP headings to capture :</p> <ul style="list-style-type: none"> • what people like and admire, • what is important to the young person now • what good support looks like to them now and in the future • what is working well • what's not working well <p>Utilise person centred tools where needed e.g. additional one page profiles , skills maps, communication charts, learning logs, community mapping, relationship circles, decision making agreements</p>	<p>Employment</p> <p>Have previous career dreams and aspirations changed? Are new/revised actions needed?</p> <p>Continue conversation about paid work /job sectors</p> <p>Identify work experience that is relevant to career aspiration</p> <p>Start fact finding mission re local post 16 options that support career aspiration including ,Supported Employment, Internships, Apprenticeships, Traineeships</p> <p>Further Education , 6th Form , Self-employment</p> <p>Signpost to support/information via Local Offer</p> <p>Arrange visits as appropriate</p> <p>Explore possibility of Saturday or holiday jobs</p> <p>What reasonable adjustments will be needed in the workplace?</p> <p>Can a direct payment be used to support an employment aspiration?</p> <p>Identify people in young people's community/support networks who may support career aspirations</p> <p>Identify any curriculum needs that support the career plan</p> <p>Agree who will help the young person develop a career plan</p> <p>Independent Living</p> <p>Continue to build on young person's aspirations and skills needed for independence including travel, money. Identify things that need working on.</p> <p>Think about spending time away from home to develop independence, sleep overs/school camp etc...</p> <p>Link housing aspirations with career aspirations</p> <p>Begin to identify likely specialist support needs</p> <p>Signpost to information via Housing Advice Team</p> <p>Health</p> <p>Ensure the Health Support Plan is up to date</p> <p>Helping young person understand which health professionals may work with them as adults,</p> <p>Ensuring those professionals understand the young person's learning difficulties or disabilities.</p> <p>Engage with mainstream health services e.g. GP ensure they understand the young person</p> <p>Plan how resources will be accessed in adult life e.g. therapies, equipment, specialised support prescriptions, dentist, optician, diet, exercise, sexual health etc...</p> <p>Check eligibility re Annual Health checks with GP (is the young person flagged up as having a Learning Disability on the GP register?)</p> <p>Friendships, relationships and community</p> <p>Discuss mobility and transport support</p> <p>Discuss/ plan to find out about social and community activities, and opportunities for engagement in local decision- making.</p> <p>Identify universal and targeted associations/groups in the community that support interests</p> <p>Identify any support needs re developing and maintaining friendships and relationships</p>	<p>Review existing EHC plan</p> <p>Continue PFA plan as part of EHC plan</p> <p>Populate Preparing for Adulthood plan with outcomes and targets following discussion around the pathways</p> <p>Ensure identified areas that are Working Not Working for the young person moved to EHC plan where needed</p> <p>Consider where personal budgets can support PFA Outcomes for the young person and action accordingly</p> <p>Set new outcomes in EHC plan specific to Preparing for Adulthood</p> <p>Signpost to local offer</p> <p>Identify Lead Professional (Who will refer to adult services /represent at the Transition Panel where needed?)</p> <hr/> <p>Other relevant information in year 10</p> <p><i>Identify whether the young person or carers be eligible for a transition assessment under the Care Act 2014 and request same (if it is timely)</i></p> <p>Prepare young person and parents for changing rights under the Mental Capacity Act(2005) at age of 16</p> <p><i>For young people receiving continuing health care funding (CHC)to notify CCG when young person turns 14 (Care Act 2014)</i></p>

Get support and information

The Local Offer /Preparing for Adulthood Guide
Youth Connect

SEND partnership Service

B&NES Preparing for Adulthood Guide Year 11 15/16

Preparation prior to the review

- School coordinate review (Preparing for Adulthood review from year 9)
- Consider how annual review can be joined up with any other review, e.g. A Transition Assessment under the Care Act 2014 or Short Breaks Review
- Update My Future My Choice prior to the review
- Update One page profile and include the four pathway headings
- All young people should have a one page profile that reflects what is important to them and what good support looks like around the four pathways
- Ensure that the young person can present the information on their one page profile in whatever way they are comfortable with
- Professional reports collected around PCP headings
- Families and supporters are prepared for their contribution around the PCP headings

Be person centred!	Think Pathways	Act / move to EHC plan
<p>Support the young person to be as involved as possible in their preparation for adulthood</p> <p>Conduct review around the PCP headings to capture :</p> <ul style="list-style-type: none"> • what people like and admire, • what is important to the young person now • what good support looks like to them now and in the future • what is working well • what's not working well <p>Utilise person centred tools where needed e.g. additional one page profiles , skills maps, communication charts, learning logs, community mapping, relationship circles, decision making agreements</p>	<p>Employment Have previous career dreams and aspirations changed? Are new/revised actions needed? Review work experience to date and plan further opportunities ensuring experience is relevant to career aspiration Continue conversation about paid work Continue to explore the range of post 16 options via the Local Offer Arrange visits/taster sessions as appropriate Explore possibility of Saturday or holiday jobs Can a direct payment be used to support an employment aspiration? Is any other funding available? Identify any curriculum needs that support the carer plan Agree who will help the young person develop a career plan</p> <p>Independent Living Continue to build on young person's aspirations and skills needed for independence including travel, money, staying away from home identify things that need working on. Start the conversation about where and how the young person wants to live as an adult in the short term and long term. Identify possible housing options including :Continuing to live at home, Rent my own home, Supported living, Shared home with friends Specialist residential placement, Home ownership Independent Living Begin to identify likely specialist support needs Signpost to information/support re Housing benefits and eligibility for social Care via Local Offer</p> <p>Health Ensure health support plan is up to date Helping young person understand which health professionals may work with them as adults, ensuring those professionals understand the young person's learning difficulties or disabilities. Engage with mainstream health services e.g. GP ensure they understand the young person Plan how resources will be accessed in adult life e.g. therapies, equipment, therapies, specialised support prescriptions, dentist, optician, diet, exercise, sexual health etc... Check eligibility re Annual Health checks with GP</p> <p>Friendships, relationships and community Use mobility and transport support to meet friends/access community Discuss/ plan to find out about social and community activities, and opportunities for engagement in local decision- making. Identify universal and targeted associations/groups in the community that support interests Identify support in developing and maintaining friendships and relationships</p>	<p>Review existing EHC plan</p> <p>Young person's preferred post 16 option is identified</p> <p>Consider 5 day packages (provision does not have to be from one provider)</p> <p>Continue PFA plan as part of EHC plan Populate Preparing for Adulthood plan with outcomes and targets following discussion around the pathways</p> <p>Ensure identified areas that are Working Not Working for the young person moved to EHC plan where needed</p> <p>Consider where personal budgets can support PFA Outcomes for the young person and action accordingly</p> <p>New outcomes specific to Preparing for Adulthood pathways set and agreed</p> <p>Signpost to local offer</p> <p>Identify Lead professional</p> <p>-----</p> <p>Other relevant information in year 11</p> <p><i>Identify whether the young person or carers will be eligible for a transition assessment under the Care Act 2014 and request same if it is timely to do so (See Care Act 2014)</i></p> <p>At 16 the young person has individual rights re decision making under the Mental Capacity Act 2005</p> <p>DLA changes to PIP at 16</p>

Get support and Information

The Local Offer / Preparing for Adulthood Guide
 SEND partnership Service

Off the Record Advocacy service
 Youth Connect

B&NES Preparing for Adulthood Guide 16^{plus}

Preparation prior to the review

- FE/Post 16 establishment coordinate review (Preparing for Adulthood review from year 9)
- Consider how annual review can be joined up with any other review, e.g. A Transition Assessment under the Care Act 2014 or Short Breaks Review
- All young people should have a one page profile that reflects what is important to them and what good support looks like around the four pathways
- Ensure that the young person can present the information on their 1PP in whatever way they are comfortable with
- Professional reports collected around PCP headings
- Families and supporters are prepared for their contribution around the PCP headings

Be person centred!	Think Pathways	Act / move to EHC plan
<p>Support the young person to be as involved as possible in their preparation for adulthood</p> <p>Conduct review around the PCP headings to capture :</p> <ul style="list-style-type: none"> • what people like and admire, • what is important to the young person now • what good support looks like to them now and in the future • what is working well • what's not working well <p>Utilise person centred tools where needed e.g. additional one page profiles , skills maps, communication charts, learning logs, community mapping, relationship circles, decision making agreements.</p>	<p>Employment</p> <p>Are new/revised actions needed? Start to Identify likely support needs in employment settings /job coaching Identify further work experience opportunities Arrange visits as appropriate Start preparation for job seeking e.g. CV, Interview techniques/ practice Can a direct payment be used to support an employment aspiration? Identify any additional curriculum needs that support the carer plan Agree who will support the young person's career plan Do housing aspirations support employment aspirations? Benefits entitlements supporting employment are clear e.g. Access to Work</p> <p>Independent Living</p> <p>Identify short -term , medium term and long -term outcomes re housing Continue to develop independence including travel, money and identify things that need working on. Plan to spend time away from home to develop independence Link housing aspirations with career aspirations Identify likely specialist support needs Signpost to information/support re Housing benefits and eligibility for social Care via Local Offer Young person/family understands eligibility for adult services Young person/family know benefit entitlements</p> <p>Health</p> <p>Ensure health support plan is up to date Young person knows health professionals may work with them as adults, GP has a copy of the Health Action Plan Young person can identify where/how to access therapies, equipment, specialised support prescriptions, dentist, optician, diet, exercise, sexual health etc... Check eligibility re Annual Health checks with GP</p> <p>Friendships, relationships and community</p> <p>Discuss mobility and transport support Discuss/ plan to find out about social and community activities, and opportunities for engagement in local decision- making. Identify universal and targeted associations/groups in the community that support interests developing and maintaining friendships and relationships</p>	<p>Review existing EHC plan</p> <p>Request EHC plan if in FE if statement has ceased and support needs are identified</p> <p>Continue PFA plan as part of EHC plan Populate Preparing for Adulthood plan with outcomes and targets following discussion around the pathways</p> <p>Ensure identified areas that are Working Not Working for the young person moved to EHC plan where needed</p> <p>Consider if/where personal budgets can support PFA Outcomes for the young person and action accordingly</p> <p>New outcomes specific to Preparing for Adulthood pathways set and agreed</p> <p>Signpost to local offer</p> <p>Identify Lead professional</p> <hr/> <p>Other relevant information in year 12 plus</p> <p><i>Identify whether the young person or carers will be eligible for a transition assessment under the Care Act 2014 and request same if it is timely to do so (See Care Act 2014)</i></p> <p>Young person rights under the MCA are fully understood</p> <hr/> <p>Moving to Higher Education</p> <p>Establish where young person will be ordinary resident as an adult</p> <p>EHC plan to assessor for Disabled Student's Allowance plus relevant supporting diagnostic and medical information (subject to young person's consent)</p> <p>EHC plan is sent to relevant HE institution (subject to consent)</p> <p>Develop support plan for dual location</p>

Get support and Information

The Local Offer /Preparing for Adulthood Guide
 SEND partnership Service

Off the Record Advocacy service
 Youth Connect

GLOSSARY OF TERMS

Access to Work	The Access to Work Fund helps people and employers cover costs of disabilities that might be a barrier to work
Advocacy	Advocacy is a process of supporting and enabling young people to: Express their views and concerns. Access information and services, defend and promote their rights and responsibilities. Advocacy for young people in B&NES is provided by Off The Record
Annual Health Checks	The Annual Health Check scheme is for adults and young people over the age of 14 with learning disabilities who need more health support and who may otherwise have health conditions that go undetected
Annual Review	The Annual Review is the meeting organised by school to review the Education and Health Care Plan and start the Preparing for Adulthood process at 14
The Care Act (2014)	The Care Act is a new law about care and support for adults in England (Chapter 18 refers specifically to Preparing for Adulthood/Transition)
CHC (Continuing Health Care)	Continuing Health Care provides support for a long-term medical condition and is funded by the NHS through the NHS Continuing Healthcare scheme
Direct Payments	A Direct Payments is money given to families/ young people based on assessed needs
EHC Plans	The Education and Health Care Plan has replaced the statement of Special Educational Needs The Preparing for Adulthood Plan is the old 'Transition plan' it should be integrated into the EHC plan from year 9 and plan around the four life outcomes
Independent Supporters	Independent Supporters help children and young people gather information for drafting their EHC plan. The programme is funded by the government for a two year period. Kids provide the support in B&NES and can be contacted via SEND Partnership
Health Action Plan	A Health Action Plan can hold information about the person's health needs and could be used to inform the health part of the Preparing for Adulthood plan
Job Coaching	Job Coaching provides on-the-job training to disabled people and helps them adjust to the work environment.
Lead Professional	A named person that co-ordinates and helps to implement the plans
Life Outcomes (Pathways)	The life outcomes reflect the Preparing for Adulthood Agenda they include employment, independent living, good health and community inclusion

GLOSSARY OF TERMS

The Local Offer

The Local Offer gives children and young people with special educational needs or disabilities and their families information relating to Preparing for Adulthood via The Rainbow Resource

MCA (Mental Capacity Act)

The Mental Capacity Act 2005 provides a statutory framework for people who lack capacity to make decisions for themselves. It's starting point is aged 16

MFMC (My Future My Choice)

My Future My Choice is a booklet that a young person is asked to complete to express their views as part of their preparation for adulthood

One Page Profile

A One-Page Profile captures information about a person on a single sheet of paper under four simple headings; what people appreciate about me, what's important to me, how best to support me and my dreams and aspirations. They can be used by young people in their Annual Review

Person Centred Planning (PCP)

Person-centred planning (PCP) is a set of approaches designed to assist someone to plan their life and supports
Person centred planning tools are a set of practical resources that help people to think and plan for their life

PfA (Preparing for Adulthood)

Preparing for Adulthood (previously transition to adulthood) represents the four pathways or Life Outcomes they include employment, independent living, good health and community inclusion

SEND Partnership Service

The SEND Partnership Service (SPS) provides free confidential and impartial information, advice and support about matters relating to special educational need. This advice can be provided to children and young people from 0 -25

Targeted Services

Targeted services or agencies services or agencies that may be subject to meeting eligibility criteria or means-testing

Transition Assessment

A transition Assessment An assessment offered by Adult Social Care under the Care Act 2014

Universal Services

By Universal services we mean the kind of things that are available to all citizens across B&NES

Youth Connect

Youth Connect is the new name for young people's services provided by Bath & North East Somerset Council.

