

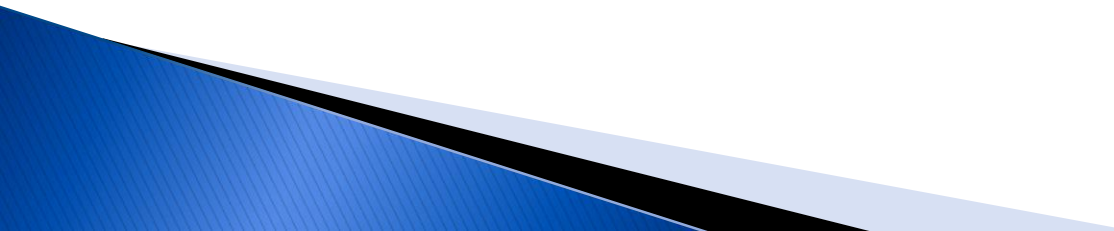


- ▶ Isobel Rutt – Post 16 Adviser
- ▶ isobel.rutt@gloucestershire.gov.uk
- ▶ 07833 293079
- ▶ Twitter : Post16Sendiassglos
- ▶ Facebook: Post 16 SENDIASS Advice – Gloucestershire
- ▶ Send.iask - Instagram

Preparation for Adulthood and Independent Living

1. Be Prepared

SEND and the Law

- ▶ **Children and Families Act 2014 (CAFA)**
 - ▶ **Code of Practice 2015**
 - ▶ **Case Law**
- 

Preparation for Adulthood – What the Law Says.....

- ▶ Preparation for Adulthood is a legal requirement to be included from Year 9 (aged 14) upwards.

Focus on the young person's aspirations and the following outcomes:

- ▶ • **Further/higher education and/or employment** – exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.
- ▶ • **Independent living** - young people having choice, freedom and control over their lives, their support, and their accommodation and living arrangements, including supported living.
- ▶ • **Participating in society** - having friends and supportive relationships, and participating in and contributing to the local community.
- ▶ • **Being as healthy as possible in adult life** – emotional and physical health and adopting a healthy lifestyle

Preparation For Adulthood Reality...

- ▶ On average, men with learning disabilities die **22 years** before non-disabled men. For women, it's **27 years**.
- ▶ Fewer than 2 in 5 adults with a learning disability reach the **age of 65**.
- ▶ Younger people with learning disabilities are **30 times** more likely to die of COVID.
- ▶ Employment rate April – June 2020 non disabled was 81.7% compared with **53.6%** for disabled people.
- ▶ Economically inactive amongst non disabled 15.3% compared to **42.6%** for disabled people.

How is PfA Implemented?

Preparing for adulthood (PfA):

This section must be completed for those pupils in Year 9 and above:

Issues to be considered as part of the review meeting	Details of any discussions
What are the child's/young person's aspirations for when they leave education or training?	<i>The education setting may wish to include a Transition Plan to show the work that has been undertaken or is planned.</i>
Has the child/young person had advice and support in order to achieve their aspirations?	<i>Please note the advice and support the student has received and from which services. Secondary schools and setting should provide general careers advice and guidance to all pupils.</i>
What steps need to be taken to support the child/young person as they move towards independence, focusing on the Four PfA outcomes?	<p>Employment:</p> <p>Independent Living:</p> <p>Community Inclusion:</p> <p>Health:</p>

What Parents Say.....

The school says this is nothing to do with them


We've had support with college but nothing else

We are always rushed

We have had no support

I need to know about practical issues but school is not forthcoming

Be Prepared! Be Proactive!

- ▶ Chat with your child about key skills they feel they need support with. Introduce this gradually and informally.
 - ▶ Liaise with school/setting before the annual review. Discuss key skills (age dependent) that you feel that needs to be a focus.
 - ▶ Incorporate these into the EHCP via the annual review. Ensure the provision (Section F) is appropriate.
 - ▶ During the annual review, discuss Preparation For Adulthood from the start. Ensure there is a golden thread throughout the EHCP.
 - ▶ Try not to be too anecdotal!
- 

The 'Get Ready' Toolkit

- ▶ Settings and families can use a toolkit - 'Get Ready' toolkit. This is not a legal requirement.
- ▶ Adapt to suit the young person's needs. The toolkit informs the outcomes that can be added to the EHC plan.
- ▶ The toolkit enables the young person and the setting to assess what life skills require support.
- ▶ The EHCP can not include outcomes that can not be supported at the setting eg, X will access the Saturday gaming club to meet friends. However, the setting can provide support with social skills which will give X skills in order that they can make friends.

Young person's view

- ▶ Open up communication throughout the year and not just before an annual review. Be creative. Use You-tube videos, mood boards divided into sections, virtual visits to different settings etc.
- ▶ Allow for flexibility. Parents/carers of young people with SEND are used to being flexible! Record the positives and the negatives.
- ▶ Build a relationship with different trusted adults.
- ▶ Conversation starters:
 - ▶ What do others like or admire about you?
 - ▶ What do you like about yourself?
 - ▶ What interests you?
 - ▶ What is working well or not working well at the moment?
 - ▶ What support and help do you need?
 - ▶ What is important to you – now and in the future?

Next webinar

- ▶ Post 16 Pathways:
 - ▶ Setting to college
 - ▶ Setting to Assisted Internship
 - ▶ Setting to Apprenticeship
 - ▶ Setting to university
 - ▶ Setting to a specialist setting
 - ▶ Setting to adult social care
- ▶ What financial support is available?
- ▶ How to incorporate further education outcomes in to the EHCP
- ▶ Cease to maintain an EHCP
- ▶ Who is out there to support the young person?