

PREPARING for Adulthood (PfA)



Reference guide for young people aged 13-25

**A guide for parent carers
and young people.**



This information pack provides guidance for parents, carers, and young people to enable them to be prepared, informed, and involved in preparation for adulthood. It provides a holistic overview of how all services can work together to get the best outcomes.

Jargon buster

- LA** Local Authority
- EHC** Education, health and care
- EHCP** Education, Health and Care Plan
- NEET** Not in Education, Employment, or Training
- SMART** Specific, measurable, achievable, relevant, and time-bound



This information pack will focus on the four key areas:



Higher education/ Employment

Opportunities to experience the world of work and get paid employment.



Independent Living

Having freedom over their lives and the support that they have including supported living. Maximising skills to live as independently as possible and ensure own voice is heard.



Community Inclusion

Participating in society, developing friends, relationships, and sustainable networks of support.



Good Health

Maintaining good health and a healthy lifestyle.

You will learn:

- What should happen
- When this should happen
- How it will happen

...so that young people and their parents or carers will know what they can expect, when and receive the support, they need to live the lives they choose in adulthood.



PfA is based on what young people with SEND say is important to them. Young people want to have fulfilling lives with choices about their future and control of their support.



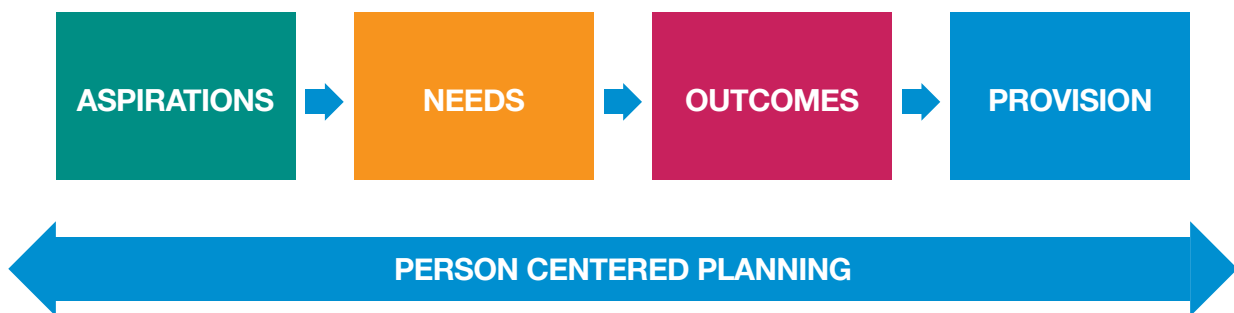
Conversations should start early to support children to think about their future and should not be limited to just thinking about the next education course they may want to attend.


Most children attend an educational setting; therefore schools, colleges and other education providers are key to supporting young people achieve their long-term goals. The responsibility for ensuring good PfA extends beyond schools. Good relationships should be developed with Health and Social Care professionals as well as the local community to support the young person reach their goals.

This pack focuses on the group of young people aged 13-25 with special educational needs and/or disabilities, complex physical or mental health needs, young carers, and their parents/carers in line with the legal framework and best practice guidance.

This guidance requires person-centred practice, a focus on outcomes, integration, and co-production between all partners responsible for providing education, health, social care and other services.

Parents are central to supporting their child to transition successfully into adulthood. The Children and Families Act introduced a new approach to working with families. Local Authorities and their partners are expected to develop positive relationships with parent/carers in order for co-production to be a reality.





North East Lincolnshire's vision for children and young people with SEND:

*“All children and young people
will achieve their potential; become
confident individuals, live fulfilling
lives and successfully transition
into adulthood”.*

To be effective, preparation for
adulthood requires co-production and
the full participation of young people,
their parents or carers and support
from all involved.





Preparing for Adulthood from the Earliest Years



Chapter 8 of the SEND Code of Practice is entitled “Preparing for Adulthood from the Earliest Years” it says that when a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community.

All professionals should encourage these ambitions right from the start.

The Code says that early year’s providers and schools should support children and young people so that they are included in social groups and develop friendships.

Children with SEND should engage in the activities of the nursery or school together with those who do not have SEND and be encouraged to participate fully in the life of the nursery or school and in any wider community activities.

The support young children with SEND receive in the early years has a life-long impact on them and their family. Planning should be robust, allowing a young person to develop their aspirations, explore all options, make informed decisions, and access the support they need at each step through secondary school, further education and on into adult life. It should also be person centred and focus on the young person’s strengths, aspirations, and circumstances, involving all the key people in their support network.

Those supporting PFA should establish, together with the young person (and their family), what is ‘important to’ and ‘important for’ them; identify what is working and not working in their life currently; focus on the four pillars to build up a picture of what is possible and practical for the young person including any support required.





Preparation for Adulthood in Schools



At each stage of children and young people's learning and development, early years settings, primary and secondary schools each need to prepare them for the new responsibilities, new experiences, new independence, and the new challenges of the next stage of their education, training, and employment.

Most importantly support them to be able to make future choices about all aspects of their lives.

From Year 7 children should gradually be encouraged and helped to think about what's important to them and what they would like to do in the future such as:

- jobs children might like to do in the future and further education or training options to help achieve their job goals
- where they might want to live in the future, and how they could live independently things they want to do in the community (interests and hobbies)
- future health needs

Many children being supported by schools will have an EHC plan.

Preparing for adulthood is a key part of the annual review process from Year 9 and the work completed to support children/ young people and their families to prepare will make the process easier.

For schools, planning and preparing early will make it a more positive experience and build confidence and independence in the young person for leaving school and transition to adults Health and Social Care services. Many families will seek advice and support from their child's school so understanding what services are available to support them will help them through the process.

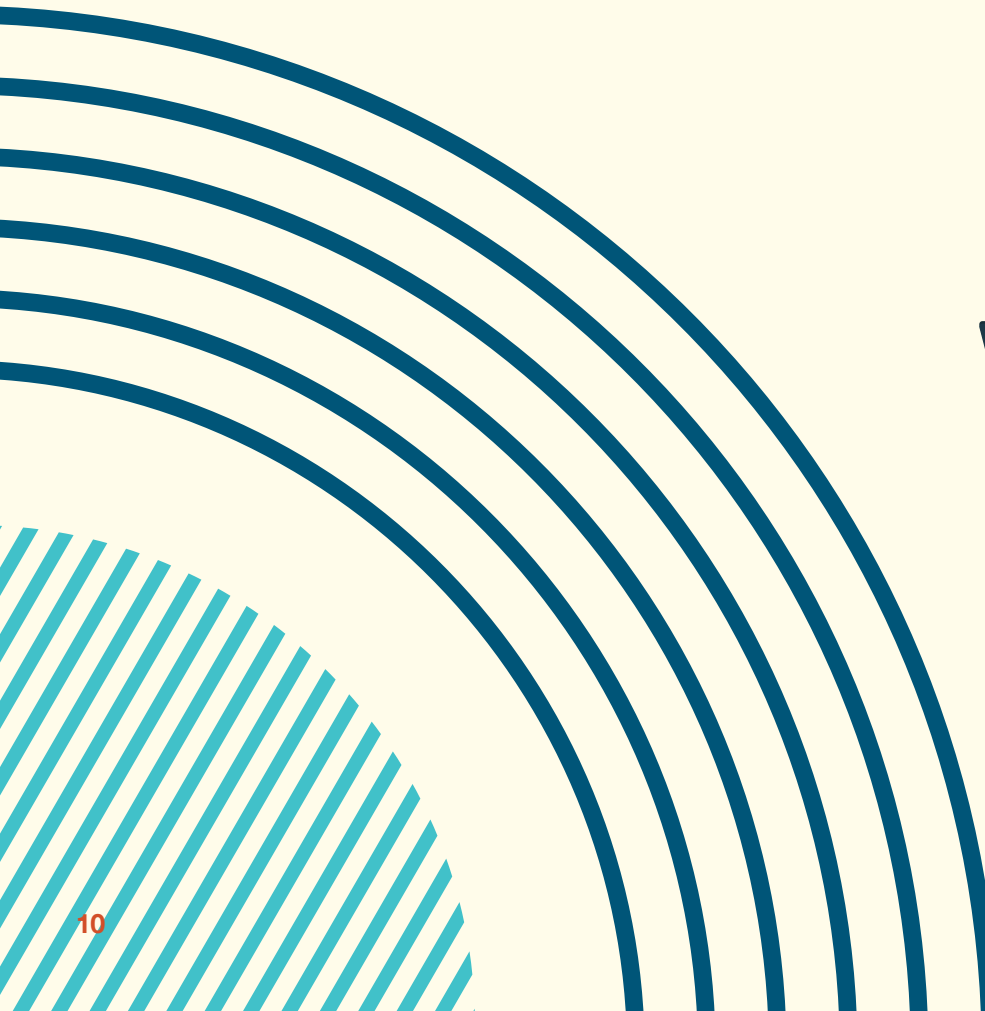
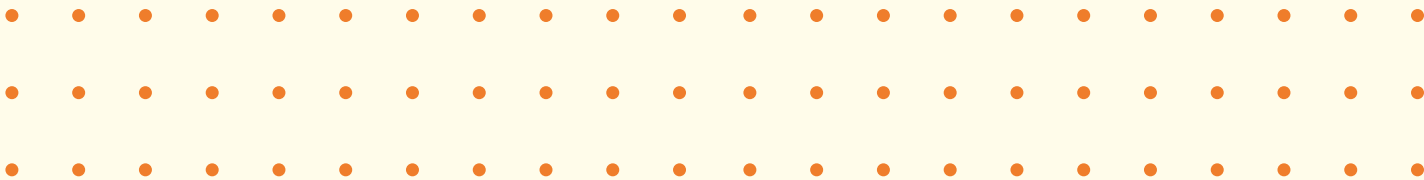
The benefits of planning and early integration within the curriculum is to create a foundation of knowledge and experiences that enables the student by Year 9 to have a meaningful and successful progression which is supportive to the student's needs any decisions or choices are flexible, as over time the child's ideas and choices may change.

However early interventions enable students to maximise their opportunity to experience different career fields to achieve their aspirations and dreams.

EHC Plans should be used to actively monitor children and young people's progress towards their outcomes and future ambitions. The plans must be reviewed annually.

Every child with SEND should have a provision plan, setting out the provision needed to support their needs, as the child moves through education these should include aspirational short, medium, and long-term goals towards becoming an adult and start to set out a clear pathway which is realistic and possible.

Furthermore, earlier planning reduces the likelihood of a young person becoming NEET.





Outcomes for Preparation for Adulthood



When working with children and young people we should focus on outcomes, but we must first understand what an outcome is.

An outcome should be SMART it should show the skills that is needed to be developed and specify how the skill will move the young person towards the life they want for themselves.

What will the skill give them or make possible in their future or do for them as part of their preparation for adulthood.

Education Health and Care Plan Annual reviews





EHC Plans should be used to actively monitor children and young people's progress towards their outcomes and future ambitions. The plans must be reviewed annually.

The Year 9 EHC Annual Review and every subsequent annual review must focus on preparing for adulthood.

This should include support in the following areas:

- to find suitable post-16 pathways that lead to outcomes for employment or higher education and training opportunities
- to undertake work experience in a meaningful setting
- to find a job
- to help to understand benefits
- to prepare for independent living, including exploring decisions young people want to make for themselves such as where they want to live in the future and the support they will need to find accommodation. housing benefits and money matters
- eligibility for social care or continuing health care
- to maintain good health and wellbeing in adulthood

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- to plan continuing health services from children to adult's services and help young people understand which health professional may work with them as adults; ensuring those professionals understand the young person's needs. This should include the production of a Health Action Plan and prompts for annual health checks for young people with learning disabilities
 - travel support to enable independence
 - to participate and maintain relationships in the community – including support with activities in the community

What will happen at each annual review:

- The LA must consult with the parent of the child or young person (and with the school or institution being attended if there is one) about the EHC plan, and take account of their views, wishes and feelings
- An annual review meeting must take place to discuss the EHC plan
- Information must be gathered from parents and young people and from professionals about the EHC plan and then circulated two weeks before the meeting
- After the meeting a report of what happened must be prepared and circulated to everyone who attended or submitted information to be discussed
- After the meeting the LA reviews the EHC plan
- The LA must notify the parent of the child or young person of their decision within four weeks of the meeting
- All these steps – not just the meeting – must be followed for an annual review to be completed (WWW.IPSEA.ORG.UK)
- Reviews should be person-centred, consider what is working, what is not working well and what is important to the young person and what is important for the young person as they progress towards adult life







Employment



To gain employment young people, need to learn some fundamental skills, that are essential for the world of work, these could include:

- To be able to read and write at a functional level
- To use maths at a functional level
- To enjoy taking part in activities and learning new skills
- To understand and follow instructions
- To express self clearly so that others can understand
- To pay attention and maintain focus
- To learn the skills needed to get a job
- To be ready to learn and able to make appropriate behaviour choices
- To cope with change and unexpected situations
- To take part in meaningful work experience

Young people aged 16-19 that continue education (who have an EHC plan, those aged over 19 and up to age 25) should have a clear study plan that enables them to achieve the best possible outcomes in adult life. Educational settings should consider how the curriculum and qualification offer can be used to support the development of skills needed in future life.

Vocational work placements should ensure activities prepare the young person for healthy, independent living that supports building relationships and engagement in the community. Educational settings, schools and colleges should ensure courses enable progression to a qualification or work placement that is meaningful to the student without repeating learning already completed.





Independent Living



All young people need to learn independence skills and there should be the same opportunities for SEND young people. Much like employment, to live independently there are a set of skills that make every day easier.

These could include:

- To learn the skills needed to live independently
- To live in a house and feel safe
- To be able to travel to chosen places
- To complete routine household tasks
- To complete forms and other documents
- To be able to manage money and understand budgeting, to understand what is happening and make decisions

Schools and family members should support young people to acquire independent living skills such as travel training, basic cookery skills, personal care, and money management. Moving away from home is a huge step and should be thought through carefully.





Good Health



A fundamental aspiration for all young people is to have good health.

For young people with SEND this could include:

- To be a relaxed and happy person who does not get easily stressed or worried
- To enjoy being active and taking part in activities
- To move around safely
- To have a healthy and nutritious diet
- To eat and drink safely
- To look after personal care needs
- To breathe safely
- To take all relevant medication safely
- To be free from pain
- To keep themselves and others safe from harm
- To manage personal and sexual health
- To know how to access support for mental health and wellbeing





Friends, relationships, and community



Friendships and relationships are important, but to both develop and maintain them independently we may want to support young people to focus on these skills for the future:

- To be safe and enjoy the company of others
- To enjoy taking some risks and be safe
- To go out a lot, enjoy being active and taking part in activities
- To look forward to new people and new places
- To know about good and bad relationships
- To be able to access social media safely (e-safety)
- To have a circle of friends and support

It is important that young people maintain friendships once school ends.

Local community centres, libraries, youth clubs, churches, leisure facilities, and cafes offer a range of daytime and evening events and activities to help make new friends.

These could range from dance classes, music, singing as well as Scouts, Guides and other community groups. More information on activities can be found on the SEND Local Offer website: www.sendlocaloffer.nelincs.gov.uk.





Advocacy for young people



Advocacy is about speaking up for children and young people and helping them take part in decisions that affect their lives. It involves making sure their rights are respected, and their views and wishes are heard and acted upon by decision. Advocates are professionally trained, fair and impartial, and their service is completely confidential and independent of the local authority. For more information visit the useful information section or the SEND Local Offer.

Advocates support people to:

- Develop the skills, confidence, and knowledge they need to voice their concerns and make sure they are being treated right
- Access information and services
- Explore choices and options

Mental Capacity




As young people develop, they should be involved more and more closely in decisions about their own future.

Schools have a vital role in supporting young people to make decisions and take control of their own future.

It is essential that parents are well prepared for these changes and are supported to allow their child's voice to be heard at the centre of the conversation.

Educational providers should continue to involve parents in discussions about the young person's future. In focusing discussions around the individual young person, parents, carers and professionals should support the young person to communicate their needs and aspirations and to make decisions which are most likely to lead to good outcomes for them, still involving the family in most cases.





It is key that the child's aspirations are at the centre of the conversation. Using Vocational Profiles as a tool will help with this work. The underlying principle of the Mental Capacity Act is to ensure that those who lack capacity are empowered to make as many decisions as possible for themselves and that any decision made or action taken on their behalf is done so in their best interests.

Decisions about mental capacity are made on an individual basis and may vary according to the nature of the decision itself. Someone may lack capacity to make a decision in one area but not in another. Capacity should be reassessed for each decision required.

PfA conversations should start early and should be proportionate to the needs of the young person. They should be person centred, forward focused and offer real life opportunities to experience the world of work, independence, friendships and community.





The tables below provide an overview of what to think about each year to support the young person and their family in preparing for adulthood. The statements below are intended as conversation prompts to support a good transition. The conversation held should consider the stage and needs of the young person and although the information is noted at certain age points consideration should also be taken on the cognitive ability of the young person.

Age 4/11- Primary Phase

The main role in the early years is to build skills to support children to make their own decisions and choices about their future. Empower children to set realistic goals for their future.



| Employment/Aspirations | Independent Living | Good Health |
|--|---|--|
| Numeracy Real world visits (fire stations, farms etc.) “What do you want to be when you grow up?” Meeting role models Talk about different careers and education options Access to career related role models Start to build a personal profile of interests and ambitions School sessions from visitors on their careers | Washing / brushing teeth Telling the time Paying in shops (supervised/unsupervised sleep-overs and residential trips) Cooking at school and home Understanding money - paying for snacks in school Shopping Moving around the school independently Travel training Transport and road signs | Child obesity checks Diet - making choices Dentist visits Physical exercise Managing minor health needs e.g. asthma Immunisation Articulating pain / health problems Starting puberty Know how to access support for mental health and wellbeing |
| Who is responsible? | | |
| Parents/ Carers Special Education Needs and Disability Teams School Child Social Care Teams (if open) All Professionals involved with the child | Parents/ Carers School Child Social Care Teams (if open) | Parents/ Carers School Child Health Professionals |

Age 11 to 16 - Secondary Phase

The main role in secondary education is that needs to be a more explicit element of planning and support.

Discussions about the future should focus on what the young person wants to achieve and the best way to support them to achieve.

Considering the right post-16 option is part of this planning.

Children and young people's aspirations and needs will not only vary according to individual circumstances but will change over time as they get older and approach adult life.



| Employment/Aspirations | Independent Living | Good Health |
|--|---|--|
| <p>Start discussing interests, favourite subjects, any aspirations about work in the future etc.</p> <p>Start conversations using vocational profiles</p> <p>Independent careers information, advice and guidance must be provided from years 8 to 13</p> <p>A range of external organisations/providers should be invited into the school to talk about opportunities outside of the school</p> <p>Schools should use the Gatsby Benchmarks to support their careers provision</p> <p>Employers should be involved to explore real life employment options. Including Work Experience which should be meaningful to the pupil</p> | <p>Start talking about the skills needed for independence in the future</p> <p>Travel training</p> <p>Making decisions on what to spend money on</p> <p>Making own food</p> <p>Socialising unsupervised in town /local community</p> <p>Independent living skills</p> <p>PSHE- Financial education, healthy eating and living</p> | <p>Ensure Health needs continue to be updated and reviewed</p> <p>Sex education</p> <p>Immunisation – tetanus</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help with</p> <p>Annual health check with GP if registered learning disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>SRE Lessons- Healthy relationships and sexual health</p> |
| Who is responsible? | | |
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All Professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Health Professionals</p> |

Age 13/14 - YEAR 9

High aspirations about employment, independent living and community participation should be developed through the curriculum and extra-curricular provision.

Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.

It can be particularly powerful to meet disabled adults who are successful in their work or who have made a significant contribution to their community.



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|--|---|---|---|--|
| <p>Preparing for Adulthood Review coordinated by the school EHC Plan reviewed, and new outcomes recorded</p> <p>Have conversations and provide information about PfA including options, qualifications, high aspirations and employment</p> <p>Adult social care services work with children's services to support early identification of young people (including those not currently receiving support) that are likely to need care and support as an adult.</p> <p>From year 9 onwards the annual review should focus on Preparation for Adulthood</p> | <p>Think about young person's friendship group, closest friend(s) and other key people in their network (circle of support)</p> <p>Support young person to develop and keep friendships – identify how the curriculum can help</p> <p>Family has information about support they can access (see useful resources)</p> <p>Think about any out of school activities the young person does or would like to access</p> <p>Think about the time that the young person spends away from home/family that will support building friendships</p> | <p>Start discussing with school interests, favourite subjects, emerging aspirations about work in the future etc.</p> <p>Agree who will help young person to develop a personalised Career Plan and/or Vocational Profile</p> <p>Work with school to identify how the curriculum will provide opportunities to explore the world of work and gain work experience</p> | <p>Start talking about the skills needed for independence in the future</p> <p>Work with the school to think about curriculum opportunities that might be appropriate to develop young people's skills for independence i.e. travel training, money/budgeting, domestic skills</p> <p>Ensure young people and family know how to access information about range of potential housing options for the future</p> <p>Consider initiating discussions with social care about child's future needs/plan</p> <p>Open a bank account if do not already have one</p> | <p>Begin to plan how resources/services will be accessed in adult life e.g. equipment, therapies, specialist support, prescriptions, dentist, optician, diet & exercise, sexual health etc.</p> <p>For those with a learning disability ask at GP surgery about an Annual Health Check and joining the learning disability register</p> <p>Provide opportunities to initiate independence with regards to their own health needs</p> |
| Who is responsible? | | | | |
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |

Age 14/15 - YEAR 10

Year 10 is the beginning of the process for choosing post 16 options. Ideally a preference will be identified.



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|--|--|---|---|--|
| <p>Yr 10 Annual Review</p> <p>EHC Plan reviewed and progress against outcomes measured</p> <p>Parents & young person visit post16 options</p> <p>If likely to have a change of environment post-16 e.g. move from school to college, consider what might be needed for a smooth transition</p> <p>Have conversations and provide information about PFA including options, qualifications, high aspirations and employment</p> <p>The review should have an increased focus on goals and aspirations in relation to Preparation for adulthood</p> | <p>Begin to discuss what is important to the young person about friends/social life in the future and how this might be achieved</p> <p>How often is young person going out with friends? Is this enough? Is more advice or support needed?</p> <p>Family is accessing any information or support they may need</p> <p>Continuation of out of school activities/ social opportunities and participation in community</p> | <p>Start discussions with the school about 'what I can offer', 'what I like doing', 'what support I need'</p> <p>Identify who will support to access work experience or part time work</p> <p>Agree how the young person will access information about supported employment, apprenticeships etc.</p> <p>Update Career Plan and/or Vocational Profile</p> | <p>Ensure skills for travelling as independently as possible are being practiced, thinking about what young people might need for the future i.e. accessing college, the community and employment</p> <p>Ensure that young people and families are accessing information about potential housing options for the future</p> <p>Continue discussions with social care about child's future needs/ plans including requirements around decision making</p> <p>Contact DWP to discuss eligibility of financial support available</p> | <p>Ensure health professionals (e.g. Practice Nurse and Community Nurse) share information</p> <p>Think about Personal Health Budgets, if eligible</p> <p>LD Annual Health Check via GP if eligible</p> <p>Begin plans to transfer to adult health services if appropriate</p> <p>Continue discussions for managing own health and wellbeing</p> |
| Who is responsible? | | | | |
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |



Age 15/16 - YEAR 11

A crucially important year, examinations take place and preparations should be finalised for post 16.



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|--|--|--|---|---|
| <p>EHC Plan reviewed and updated if required</p> <p>Young person decides on preferred post 16 options</p> <p>Health & social care may continue transition planning</p> <p>If moving on from school and an EHC Plan is in place, confirmation of placement should happen by 31 March, naming the post-16 provision</p> <p>Have conversations and provide information about PfA including options, qualifications, high aspirations and employment</p> <p>Multi-agency panel involved if request is for a specialist placement at college</p> <p>Plan move if going to new setting, this should include multiagency planning and appropriate transition visits</p> | <p>Think about how to make sure friendships will be maintained after school ends</p> <p>Support young person to plan how to keep in touch with others and vice versa</p> <p>Can/does young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc.</p> <p>Family is accessing any information or support they may need</p> <p>Young people and families understand if they are eligible for short breaks /day services post-18 and what is available</p> | <p>Review work experience undertaken and/or plan further opportunities</p> <p>Continue discussions about future plans and explore a range of options</p> <p>Where a young person is unable to travel independently consider assistance available</p> <p>Explore how a personal Budget or Direct Payment might be used to support employment aspirations</p> <p>Explore any other funding that might be available to support young people to find and secure employment</p> | <p>Think about the link between Career Plans and housing options to ensure people think about where they might live when thinking about jobs</p> <p>Ensure young person is travelling independently where possible, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Consider a referral into adult social care if support for independent living will be required post 18, if not already done</p> <p>Discuss future need for assessing capacity and future decision making requirements</p> | <p>Ensure young person and family know when they will be discharged from each of the paediatric health services they use and who will takeover responsibility</p> <p>For those with continuing health care needs discuss transition into adult services if appropriate</p> <p>Encourage the young person/family to become responsible for their own health and to ensure their health needs will be met</p> <p>Annual learning disability Health Check via GP if eligible</p> <p>Think about Personal Health Budgets, if eligible</p> |

Who is responsible?

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|---|--|--|--|--|
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |
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Age 16/17 - YEAR 12

The young person should be empowered and supported to begin to make their own decisions about their future and conversations around what support may be needed in adulthood should begin with the relevant agencies.



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|--|--|--|---|--|
| <p>Annual Review to be conducted by education provider</p> <p>Discuss Job applications, work experience, or further study are planned as required by young person</p> <p>Parents and young person discuss potential post 19 options with education provider and keyworker and plan visits as appropriate</p> | <p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life?</p> <p>Is the young person able to: Access local services? Travel/get out when they choose, either on their own, with friends or with support? Use a telephone, mobile, email, social networking, public transport, learning to drive etc? If not, explore possible solutions</p> | <p>Ensure Career Plan / Vocational Profile continues to be updated</p> <p>Plan to spend progressively more time in work related learning or employment that the young person is interested in</p> <p>Where a young person is unable to travel independently, consider assistance available</p> <p>Continue to explore all possible options including supported employment, Supported Internships, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education</p> | <p>Young person and family have information on the range of housing options available</p> <p>Young person/family seek benefits advice</p> <p>Think about personal budgets and how these might be used to personalise a young person's support</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel/ living skills and/or assistance that might be available</p> <p>Consider adult social care for support if a referral has not already been made to assess what support may be required post 18</p> | <p>Ensure that the young person/family are in control of any financial support for keeping healthy</p> <p>Relevant professionals are in contact with each other and share information (with relevant consents), with a shared understanding of how best to communicate with the young person</p> <p>Annual Health Check via GP if eligible</p> <p>Think about Personal Health Budgets, if eligible</p> <p>Use of health passports and consider whether reasonable adjustments are needed to access health services</p> |

Who is responsible?

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|---|--|--|--|--|
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |
|---|--|--|--|--|



Age 17/18 - YEAR 13 & 14

From age 16 the young person should be supported to make their own informed decisions and the mental capacity act should be considered.



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|---|--|---|--|--|
| <p>Annual Review to be conducted by education provider</p> <p>Discuss Job applications, work experience, or further study are planned as required by young person</p> <p>Parents and young person discuss potential post 19 options with school and key worker and plan visits as appropriate</p> <p>Begin to consolidate outcomes within the EHCP</p> <p>If choosing to complete education the plan may cease from the end of Year 13 when the child is 18</p> | <p>Talk about the young person's social group making sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Is any additional advice or support required to develop or maintain friendships and/or social life?</p> <p>Continue to review the young person is developing skills to: access local services and local community</p> <p>Ensure Young person and family have information about support they can access including Carer's Assessment to review needs</p> | <p>Continue to explore all possible options including supported employment, apprenticeships, supported internships, work-based learning, work-related learning at college, paid work, self-employment, higher education</p> <p>If going to higher education (university) the EHC plan will cease however young people should be made aware of the support available to them in higher education and how to claim it, including the Disabled Students Allowance (DSA)</p> <p>Consider support required for young person to access services via Job Centre Plus or Care Plus Employability Services</p> | <p>Young person and family has information on the range of housing options available</p> <p>Ensure young person/family seek benefits advice</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available child tax credits stop at age 19</p> <p>Provide opportunities to manage own money</p> | <p>Ensure that the young person/family are in control of any financial support for keeping healthy</p> <p>Learning Disability Annual Health Check via GP if eligible</p> <p>Ensure that young person knows how to keep healthy</p> <p>Ensure relevant professionals are in contact with each other and share information (with relevant consents) and understand how best to communicate with the young person</p> <p>Think about Personal Health Budgets, if eligible</p> <p>Use of health passports and consider whether reasonable adjustments are needed to access health services</p> |
| Who is responsible? | | | | |
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |

AGE 19 - 25 Remaining in Education

What things could look like - conversation starters



| EHC Plan and Needs Assessment Process | Friends, Family, and Community | Employment Aspirations | Independent Living | Good Health |
|--|--|--|--|---|
| <p>The EHC Plan may continue if agreed it is appropriate, when young person is accessing Further Education (mainstream or specialist), a training programme or supported internship</p> <p>The local authority should also consider whether remaining in education or training will enable the young person to progress and achieve their outcomes</p> <p>Begin to consolidate outcomes within the EHCP</p> <p>Discuss Job applications, work experience, or further study are planned as required by young person</p> | <p>Ensure the young person's social group is being maintained make sure they are able to remain in touch with friends and make arrangements for socialising</p> <p>Check if there is any additional advice or support required to develop or maintain friendships</p> <p>Continue to review the young person is developing skills to access local services and their community</p> <p>Ensure family has information about support they can access including Carer's Assessment to review needs</p> | <p>Continue to explore all possible options including supported employment, apprenticeships, supported internships, work based learning, work-related learning at college, paid work, self-employment, higher education (university)</p> <p>Consider support required for young person to access services via Job Centre Plus or CarePlus Employability Services</p> | <p>Ensure young person and family has information on the range of housing options available</p> <p>Where a young person is unable to travel independently, consider support that might be necessary to develop independent travel skills and/or assistance that might be available</p> <p>Ensure young person/family have received benefits advice</p> | <p>Ensure that the young person/family are in control of any financial support for keeping healthy</p> <p>Annual Health Check via GP if eligible & GP surgery is participating in the scheme</p> <p>Ensure that young person knows how to keep healthy</p> <p>Ensure relevant professionals are in contact with each other and share information(with relevant consents) and understand how best to communicate with the young person</p> <p>Think about Personal Health Budgets, if eligible</p> <p>Use of health passports and consider whether reasonable adjustments are needed to access health services</p> |

Who is responsible?

| | | | | |
|---|--|--|--|--|
| <p>Parents/ Carers</p> <p>Special Education Needs and Disability Teams</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> <p>All professionals involved with the child</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> | <p>Parents/ Carers</p> <p>School</p> <p>Child</p> <p>Social Care Teams (if open)</p> |
|---|--|--|--|--|

USEFUL INFORMATION

SEND/ EHCP

<https://sendlocaloffer.nelincs.gov.uk/>

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

<https://sendlocaloffer.nelincs.gov.uk/sendiaass/>

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

<https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs>

<https://www.ambitiousaboutautism.org.uk/what-we-do/employment/toolkits>

<https://www.gov.uk/disabled-students-allowance-dsa/further-information>

<https://www.gov.uk/1619-bursary-fund>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<http://www.nelincs.gov.uk/children-families-and-schools/schools-and-education/educational-psychology/>



Employment

<https://www.lincs2.co.uk/>

<https://www.jobcentreguide.co.uk/jobcentre-plus-guide/34/about-disability-employment-advisors>

<https://www.careplusgroup.org/services/employability-services/>

<https://www.gov.uk/contact-jobcentre-plus>

<https://www.ambitiousaboutautism.org.uk/information-about-autism/preparing-for-adulthood/work-experience-and-employment>

<https://www.ambitiousaboutautism.org.uk/information-about-autism/preparing-for-adulthood/work-experience-and-employment>

<https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships>

Video- DFN Project Search Supported Internship

<https://www.dfnprojectsearch.org/dfn-video/>





Community

<https://www.nelincs.gov.uk/health-wellbeing-and-social-care/childrens-social-care/your-voice/our-voice-listen-up/>

<https://sendlocaloffer.nelincs.gov.uk/young-persons-advisory-group-ypag/>

<https://www.careplusgroup.org/services/cromwellroaddayservices/>

<https://rockfoundation.org.uk/>

<https://www.linkage.org.uk/linkage-choices/>

<https://www.foresight-nelincs.org.uk/foresight/adults-day-services/>

Independent Living

<https://www.disabilityrightsuk.org/guidance-resources>

<https://www.citizensadvice.org.uk/local/north-east-lincolnshire/contact-us/>

<https://www.thefarawaycic.org/>

<https://www.nurtrio.co.uk/>

<https://www.careplusgroup.org/services/adult-learning-disability-team-aldt/>

<https://www.nelincs.gov.uk/health-wellbeing-and-social-care/childrens-social-care/local-offer-for-care-leavers/>

<https://www.nelincs.gov.uk/children-families-and-schools/schools-and-education/school-transport/>

<https://www.nelincs.gov.uk/homes-and-property/homelessness-prevention-and-housing-advice/housing-advice/>

<https://www.gov.uk/disabled-students-allowance-dsa>

Health

<https://www.togetherforshortlives.org.uk/>

<https://www.togetherforshortlives.org.uk/app/uploads/2018/03/18-03-20-A-checklist-to-a-good-transition.pdf>

<https://www.gov.uk/government/publications/national-framework-for-nhs-continuing-healthcare-and-nhs-funded-nursing-care>

<https://www.gov.uk/government/publications/children-and-young-peoples-continuing-care-national-framework>

<https://www.gov.uk/government/publications/nhs-continuing-healthcare-checklist>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/>

attachment_data/file/911210/Easy_Read_Guide_-2018_National_Framework_for_NHS_Continuing_Healthcare_accessible_v2.pdf

<https://connectnel.com/>

<https://livewell.nelincs.gov.uk/>

<https://www.nhs.uk/conditions/learning-disabilities/annual-health-checks/>

<https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

<https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

<https://www.england.nhs.uk/learning-disabilities/natplan/>

<http://www.nlg.nhs.uk/>

Social Care

<https://www.nelincs.gov.uk/health-wellbeing-and-social-care/>

<https://councilfordisabledchildren.org.uk/what-we-do-0/practice/adulthood>

<https://www.nelincs.gov.uk/homes-and-property/homelessness-prevention-and-housing-advice/>

<https://www.focusadultsocialwork.co.uk/social-work/>

<https://www.scie.org.uk/care-act-2014/transition-from-childhood-to-adulthood/early-comprehensive-identification/>

<https://www.readysteadygo.net/>



