

Preparing for Adulthood Pathway

Aimed at Schools, Colleges and other professionals

Years 9 onwards

High aspirations are crucial to success and discussion around longer term goals should start early and ideally before year 9. Should focus on the child/young person's strengths, capabilities and the outcomes they want to achieve.

Schools and colleges should enable children and young people to have the information and skills to help them gain independence and prepare for adult life centred around their aspirations. Transition into post 16 should be planned, study programmes can be designed and pathways to employment created.

As part of the Code of Practice 2015 Children, young people and their families should be placed at the centre of their planning, and a shared vision and strategy should be developed, focusing on aspirations and outcomes. Where any further developments are required, LA's and CCG's should set out clear responsibilities, timescales and funding arrangements which will contribute to joint commissioning, the local offer and preparation of EHC plans.

Health professionals and Social Care should be involved in reviews and planning meetings to support when young people are transitioning either by attending or sending a report which may include supportive strategies to support schools with their planning.

As further outlined in the SEN Code of practice, 'many children and young people who have SEN may have a disability under the Equality Act 2010, which sets out the legal obligations that schools providers and colleges have towards disabled children and young people covered by the SEN definition;

A child of compulsory school age or young person has a learning difficulty or disability if he or she;

- *Has a significantly greater difficulty if learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities the kind generally provided by others of the same age in mainstream schools or mainstream post 16 institutions*

The Code of practice provides statutory guidance on duties, policies and procedures relating to part 3 of the children and families act 2014 which can be found;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

**Year 9 Preparing for adulthood is the start of a transition process into adulthood.
(Age 13-14)**

Preparing for adulthood planning begins with a review led by school.

Attendees at the review may include child, family, school, Youth Direction, Social Worker, Health professional, anyone else involved with the child.

At the statement/Education Health and Care (EHC) review the following options will be explored;

- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Support into **Further Education**.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, money management skills, socialising and participating in and contributing to the local community

Year 10 EHC Review should focus on Preparing for Adulthood and should be used to support the child and their family to explore more specific courses ie places to study, as an example through taster days, visits, provisional plans should be drawn up to prepare.

(age 14-15)

Attendees at the review may include child, family, school, Youth Direction, Social Worker, Health professional anyone else involved with the child.

At the review the following options will be further discussed;

- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Support into **Further Education**.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

Year 11 EHC Review the school would support the child and their family to firm up plans

For post 16, and to familiarise with the new settings. Incl accessing taster days and visits to enable The young person to make an informed choice. This should always include contingency planning In case plans change ie due to exam results.

At the age of 16 specific decision making rights about education health and care plans apply to young people directly from the end of compulsory school age, however the right of the young person to make the decision is subject to their capacity to do so as set out in the mental capacity act 2005. Factsheet on the mental capacity act 2005 can be found;

http://www.preparingforadulthood.org.uk/media/380898/pfa_factsheet_-_mca-cb_final_versions_3-12.pdf

(age 15 -16)

At the review the following options will be firmed up to agree the post 16 route;

- **Careers advice around options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Support into **Further Education**.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

Planning for new setting

School have a responsibility to share SEN information with the future college or provider before the young person takes their place – preferably in the Spring term so that providers can develop suitable study programmes and prepare appropriate support. A tell us once approach should be agreed between school and college so that young people and families do not have to repeat the same information.

Colleges may need to seek further clarification and advice when needed to ensure they are ready to meet the young persons needs. * **Please refer to Appendix 2 on The Care Act**

Year 12 **At the Post 16 EHC review** providers would support the young person to reaffirm future plans. The young person would begin their transition from children's to adult social care and health where appropriate. Formal EHC reviews should take place on a yearly basis

Age 16-17

At the review the following options will be firmed up to agree the post 16 route;

- **Careers advice around future options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

Year 13 **At the EHC review** providers would support the young person to reaffirm future Plans. The young person would continue their transition from children's to adult social care and health where appropriate and discussions should be held around this.

Formal EHC reviews should take place on a yearly basis.

Age 17-18

At the review the following options will be firmed up to agree progression routes;

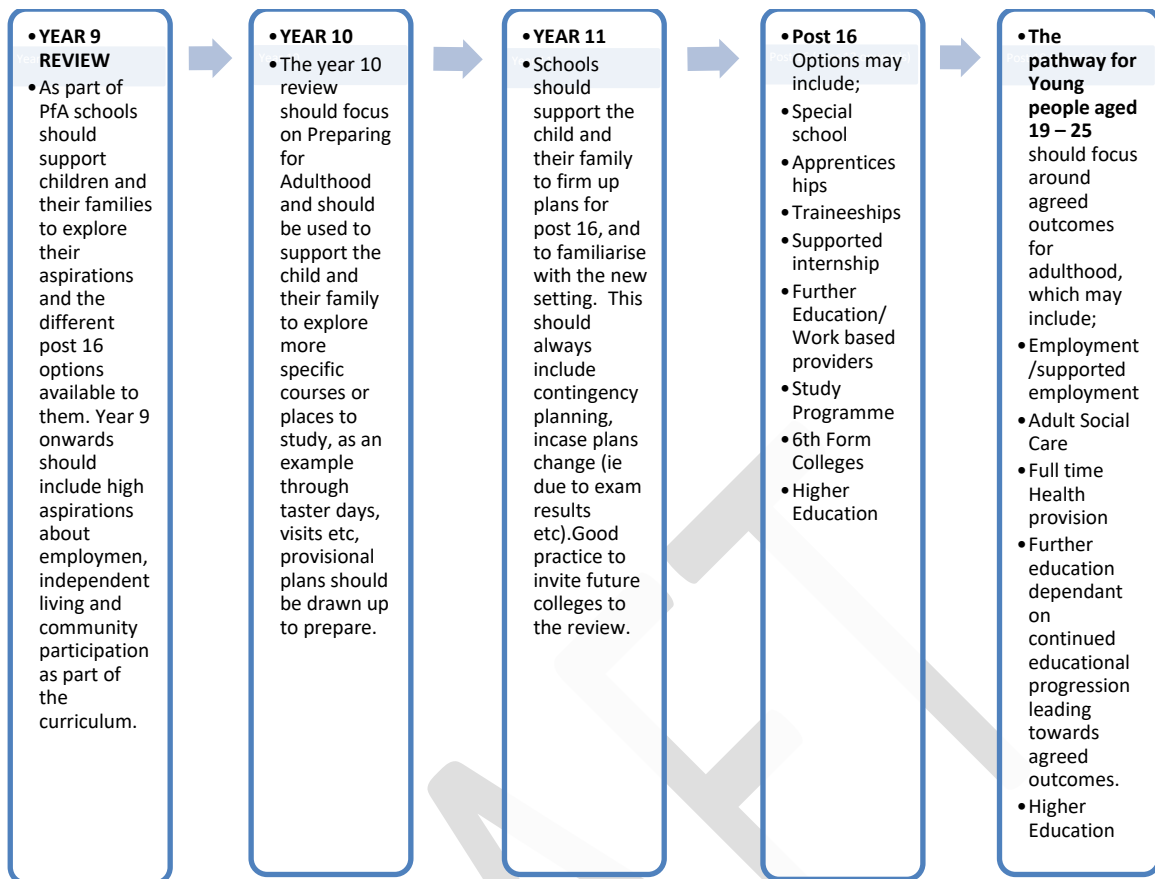
- **Careers advice around future options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

Year 14 onwards **At the EHC review** providers would support the young person to reaffirm future plans. The young person would transfer to adult social care and health where appropriate - formally at age 18. Whilst the young person continues in educational provision their EHC plan would remain if required and formal EHC reviews would take place on a yearly basis. Continued education would require ongoing progression until the young person has met their (educational led) outcomes in their EHC plan.

Age 18-19

At the review the following options will be firmed up to agree progression routes;

- **Careers advice around further options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.



Appendix 1

Post 16 Transport

Stockton-On-Tees Borough Council (The Council) provides assistance with transport for young people aged 16 to 18 (over compulsory school age) and those continuing learners who started their programme of learning before their 19th birthday who have previously had a Statement of Special Educational Needs (SEN) or have an Education, Health and Care Plan. Assistance will be provided if the Post 16 Provider is the nearest to home in Stockton but if the young person prefers to undertake the same course outside the borough, then they would not receive transport assistance.

All young people who previously received transport support at compulsory school age (secondary school), will be reassessed when they move to Post-16 education. Similarly, the Council in partnership with Post 16 providers, will also consider applications from young people aged 16-19 years old who have an identified learning or physical disability that prevents them from using public transport and who haven't been assessed as having transport needs prior to the age of 16. An independent assessment of need would be conducted to determine the appropriate transport support.

The Council will also consider individual circumstances for those young people with learning and physical difficulties who apply for transport over the age of 19 years. It would be likely that in most cases, they will be referred to Health & Social Care for an assessment. If assistance is agreed, a contribution towards transport support would be required.

The Council's Community Transport Team promote an Independent Travel Training Scheme, to support young people with disabilities to develop their independent travel skills, which in turn will improve their confidence and future opportunities in adulthood e.g. work and leisure. The Community Transport Service works with Stockton Riverside College to assess students and provide the training; for students at Middlesbrough College or other FE Colleges, referrals need to be made to the Community Transport Team for independent travel training.

Further information can be found on the Post 16 Transport Policy 2017/18 found [here](#)

<https://www.stockton.gov.uk/media/6727/post-16-transport-policy-2017-2018.pdf>

Appendix 2

The Care Act

To support the Learning Disability Strategy schools should inform young people with a Learning Disability of their right to a care act assessment, and parents of a right to a carer's assessment. This should be built into preparing for adulthood reviews.

The Care Act 2014 places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is a likely need for care and support after the child in question turns 18 and a transition assessment would be of 'significant benefit' (see below). This resource should be read in conjunction with the statutory guidance underpinning the Act, [1] in particular chapter 16: 'Transition to adult care and support'.

The guidance states that in order to fully meet these duties, local authorities should consider how they can identify young people and carers who are not receiving children's services but are nevertheless likely to have care and support needs as adults. They should consider how to establish mechanisms to identify young people as early as possible in order to plan for or prevent the development of care and support needs and thereby fulfil their duty relating to 'significant benefit' and the timing of assessments

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Comprehensive identification may also involve building new links with children's services and schools to ensure that young carers and parent carers receive transition assessments. The Children and Families Act 2014 has added new duties to the Children Act 1989 to assess young carers and establish whether they are 'children in need' and to assess parent carers of disabled children and consider what support they may need under section 17 of the Children Act 1989.