

Preparing for Adulthood Pathways

Reference Guide for Young People aged 14 to 25 years

Introduction

Who this guide is for and what it aims to do

Our guide is for young people with Special Educational Needs and Disabilities (SEND) and their families. The guide is also a valuable source of information for everyone who works with young people with a special educational need or disability aged 14 to 25 in the local authority, health services, schools, colleges and providers, voluntary sector organisations and other support agencies in the London Borough of Barnet.

Young people, including those with SEND, tell us that they want opportunities to succeed in education and work, to live independently and healthily, and to be active members of their communities. Disabled young people need choice and control over their lives and achieve their potential as they move into adulthood.

The guide aims to help young people and their families to use the special educational needs and disability reforms to support disabled young people to move into adulthood with choice and control over their lives and to achieve good life outcomes. Our research tells us that learning to travel independently is a significant step to increase choice.

The guide sets out the stages for a young person by age that includes information about the process, together with helpful ideas and advice around developing skills and knowledge under the four key areas (see page 2). The guide also provides a list of useful resources and links to help young people, families and those supporting young people, as they prepare for adulthood. You can also find useful information in Barnet's Local Offer webpage: www.barnet.gov.uk/local-offer.

The Children & Families Act 2014 requires local authorities to pay particular attention to:

- The views, wishes and feelings of children and their parents, and young people;
- The importance of young people participating as fully as possible in decision-making and providing the information and support to enable them to do so; and
- Supporting children and young people's development and helping them to achieve the best possible educational and other outcomes.

Participation is an important factor in developing the young person's independence, social and life skills and evidence shows that it leads to better education and other life outcomes. The Care Act 2015 also aims to improve care and support for SEND adults and their families.

What do we mean by Preparing for Adulthood?

Preparing for Adulthood is the strand of the **SEND reforms** which aims to support SEND young people to move into adulthood with fulfilling lives. It focuses on young people from aged 14, the age at which they start to consider what they want to do with their lives.

In the London Borough of Barnet we are focused on four key areas:

- **Community Inclusion** - developing friends, relationships and sustainable networks of support
- **Employment** - opportunities to experience the world of work and get paid employment
- **Developing Independence** - maximising skills to live as independently as possible
- **Good Health** - maintaining good health and a healthy lifestyle

Working with young people with special educational needs or disabilities to help them prepare for adulthood can be complex. It requires bringing together a range of professionals from different sectors – education, health, social care, housing and employment – around each young person in a person-centred way.

Navigating this system can be challenging to young people and their families. However we hope that the information in this guide will help you achieve it.

Year 9 (age 13/14)

Year 9 is a very important year for starting the preparation for adulthood planning

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • Preparing for Adulthood Review coordinated by the school • EHC Plan reviewed and new outcomes recorded (if converted to EHCP) • Review of support in school for those with additional needs but no EHC Plan • Parents & young person fact-find about post 16 provision, referring to Local Offer • Adult Social Care Services work with Children's Services to review young people who may be eligible for care services as an adult
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Think about young person's friendship group, closest friend(s) and other key people in their network (circle of support) • Support young person to develop and keep friendships – identify how the curriculum can help • Family has information about support they can access • Think about any out of school activities the young person does or would like to access • Think about the time that the young person spends away from home/family that will support building friendships
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Start discussing with school - interests, favourite subjects, emerging aspirations about work in the future etc. • Agree with school who will help young person to develop a Career Plan • Work with school to identify how the curriculum will provide opportunities to explore the world of work and gain work experience
Developing Independence	<ul style="list-style-type: none"> • Start talking about the skills needed for independence in the future • Work with the school to think about curriculum opportunities that might be appropriate to develop young people's skills around independence i.e. travel training, money/budgeting, domestic skills • Ensure young people and family know how to access information about range of potential housing options for the future • Plan next steps for independent travel
Good Health	<ul style="list-style-type: none"> • Make plans to be a healthy adult, e.g. diet & exercise, sexual health etc. • Ask at GP surgery about an Annual Health Check

If young person does not have an EHC Plan but it is felt they need additional support, please talk to the school in the first instance, to identify needs and possible support strategies – schools have funding within their budgets to help children and young people who have SEN and do not require an EHC Plan.

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc.

The Local Authority like to support young people to live and work in their local community. It would be very unusual to think it is best for the young person to be away from their local support networks.

Year 10 (age 14/15)

This is a good year to start looking at your post-16 options

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • Annual Review looks at progress and the preparing for adulthood plan • EHC Plan reviewed and outcomes updated • Review of support in school for those with additional needs but no EHC Plan • Parents & young person discuss with their school post 16 options • 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
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Begin to discuss what is important to the young person about friends/social life in the future and how this might be achieved • How often is young person going out with friends? Is this enough? Is more advice or support needed? • Family is accessing any information or support they may need
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Start discussions with the school about 'what I can offer', 'what I like doing', 'what support I need' • Agree how the young person will access the schools "world of work" programme, which can include work experience, learning about supported employment and apprenticeships/traineeships • Update Career Plan
Developing Independence	<ul style="list-style-type: none"> • Make sure skills for travelling as independently as possible are being practiced, thinking about what young people might need for the future for college, for work, and getting out and about. • Ensure that young people and families are accessing information about potential housing options for the future
Good Health	<ul style="list-style-type: none"> • Ensure health professionals (e.g. Practice Nurse and Community Nurse) share information • Think about Personal Health Budgets, if eligible • Annual Health Check via GP if eligible & GP surgery is participating in the scheme

If the young person does not have an EHC Plan but it is felt they need additional support, please talk to the school in the first instance, to identify needs and possible support strategies – schools have funding within their budgets to help children and young people who have SEN but do not require an EHC Plan.

The school will help the young person identify choices. This is particularly important if you are changing schools.

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc.

Year 11 (age 15/16)

Transition to Post 16 education or training

A young person may leave school after Y11, but under current legislation should remain participating in learning until the age of 18yrs, which could include:

- full-time education (e.g. at a school or college)
- an apprenticeship or traineeship
- part-time education or training combined with one of the following:
- employment or self-employment for 20 hours or more a week
- volunteering for 20 hours or more a week

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • EHC Plan reviewed, updated, and focusses on plans for preparation for adulthood • Review of support in school for those with additional needs but no EHC Plan • Young person decides on preferred post 16 option • Health & Social Care may continue transition planning • If you are moving on, school will support your plan for transition • The Complex Needs panel involved if request is for a specialist placement at college
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Think about how to make sure friendships will be maintained after school ends • Support young person to plan how to keep in touch with others and vice versa • Can/does young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc.? • Family is accessing any information or support they may need • Young people and families understand if they are eligible for short breaks post-18 and what is available
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Review world of work experience so undertaken so far and plan further opportunities • Continue discussions about future plans and explore a range of options • Where there are particular difficulties with travelling independently, consider assistance available as outlined under the Transport in the Local Offer page • Explore how any Personal Budget or Direct Payment might be used to support employment aspirations
Developing Independence	<ul style="list-style-type: none"> • Think about the link between Career Plans and housing options to ensure people think about where they might live when thinking about jobs • Ensure young person is travelling independently where possible • 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 • Think about time spent away from home and how this does or could help to develop independence • Families and young person has information on the range of housing options available
Good Health	<ul style="list-style-type: none"> • Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility • Ensure the young person/family knows how their health needs will be met • Annual Health Check via GP if eligible & GP surgery is participating in the scheme • If young person is educated out of area, start thinking about accessing Barnet health services on their return

Consider how annual review can be joined up with any other reviews the young person has e.g. Child Looked After (CLA), Child in Need (CIN) etc.

Year 12 (age 16/17)

You are now coming to the end of your first year of post-16 education or training

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • EHC Plan reviewed, updated, and focusses on plans for preparation for adulthood by school, college or training provider • Review of support in school for those with additional needs but no EHC Plan • Young person reviews preferred post 16 option • Health & Social Care may continue transition planning • If you are moving on, school will support your plan for transition • The Complex Needs panel involved if request is for a specialist placement at college • job applications, work experience, or further study are planned as required by the young person • Parents and young person discuss potential post-19 options with provider and key worker and plan visits as appropriate
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Think about how to make sure friendships will be maintained after school ends • Support young person to plan how to keep in touch with others and vice versa • Can/does young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc.? • Family is accessing any information or support they may need • Short break provision is available up to the young person's 19th birthday • Check that the young person can use a mobile phone, email and social networking sites to support their ability to maintain friendships
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Check the Career Plan continues to be updated • Plan to spend progressively more time in work related learning or employment that the young person is interested in • Where there are particular difficulties with travelling independently, consider assistance available as outlined under our transport in the local offer pages • Continue to explore with the provider all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education
Developing Independence	<ul style="list-style-type: none"> • Have information on the range of housing options available to ensure people think about where they might live when thinking about job • Seek benefits advice • Think about personal budgets and how these might be used to personalise a young person's support • 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
Good Health	<ul style="list-style-type: none"> • Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility • Ensure the young person/family knows how their health needs will be met • Annual Health Check via GP if eligible & GP surgery is participating in the scheme • If young person is educated out of area, start thinking about accessing Barnet health services on their return • If you have a communication passport check that it is up to date and available for the relevant professionals, with consent.

Consider how annual review can be joined up with any other reviews a young person has e.g. Child Looked After (CLA), Child In Need (CIN), etc.

Mental capacity (age 16) check the young person has appropriate support to make their own informed decisions.

Year 13 to 14 (age 17/18 & 18/19)

Approaching Transition

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • EHC Plan reviewed, updated, by the school, college or training provider, and focuses on plans for the future. • Job applications, work experience, or further study are planned as required by young person • Parents and young person discuss potential post 19 options with provider and key worker and plan visits as appropriate • Health and social care may continue transition planning and a community care assessment may be carried out for young people that are likely to be eligible for adult social care services
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Think about how to make sure friendships will be maintained after school ends • Support young person to plan how to keep in touch with others and vice versa • Can/does young person access local services such as sports centres, libraries, cinemas, restaurants, shopping centres etc? • Family is accessing any information or support they may need • Short break provision is available up to the young persons 19th birthday if eligible • Check that the young person can use a mobile phone, email and social networking sites to support their ability to maintain friendships • Check family has information about support they can access, including carers assesment
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Ensure the Career Plan continues to be updated • Plan to spend progressively more time in job/further education young person is interested in • Continue to explore all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education • Consider support required for young person to access services via Job Centre Plus e.g. Disability Employment Advisor and Access to Work • Where there are particular difficulties with travelling independently, consider assistance available as outlined under the Transport in the Local Offer page • Explore how any Personal Budget or Direct Payment might be used to support employment aspirations
Developing Independence	<ul style="list-style-type: none"> • Have information on the range of housing options available to ensure people think about where they might live when thinking about job • Seek benefits advice • Think about personal budgets and how these might be used to personalise a young person's support • 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
Good Health	<ul style="list-style-type: none"> • Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility • Ensure the young person/family knows how their health needs will be met • Annual Health Check via GP if eligible & GP surgery is participating in the scheme • If young person is educated out of area, start thinking about accessing Barnet health services on their return • If you have a communication passport check that it is up to date and available for the relevant professionals, with consent.

Consider how annual review can be joined up with any other reviews a young person has e.g. Child Looked After (CLA), Child In Need (CIN), etc.

Age 19 to 25 Years - Remaining in Education and Training

A time of transition for those who have remained at school

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • The EHC Plan may continue if agreed it is appropriate, when young person is accessing Further Education (mainstream or specialist), a training programme, an Apprenticeship or Traineeship • The EHC Plan will stop if you move onto higher education and other grants/benefits may be available • If an EHC Plan is in place already, it should be reviewed and updated • Job applications, work experience, or further study are planned as required • It is important to note that education up to the age of 25yrs is not an entitlement, it is a recognition that for a small number of young people with more complex needs they will need longer to learn and then to consolidate that learning
Friends, Relationships and My Community	<ul style="list-style-type: none"> • Check 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 • Check if there is any additional advice or support required to develop or maintain friendships • Continue to review the young person is developing skills to access local services, focusing on travel and communication • Check with Social Care about any entitlement to support with leisure activities if eligible • Check family has information about support they can access including Carer's Assessment to review needs
Preparing for and Finding Employment	<ul style="list-style-type: none"> • Ensure the Career Plan continues to be updated • Plan to spend progressively more time in job/further education young person is interested in • Continue to explore all possible options including supported employment, apprenticeships, work based learning, work-related learning at college, paid work, self-employment, higher education • Consider support required for young person to access services via Job Centre Plus e.g. Disability Employment Advisor and Access to Work • Where there are particular difficulties with travelling independently, consider assistance available as outlined under the Transport in the Local Offer page • Explore how any Personal Budget or Direct Payment might be used to support employment aspirations
Developing Independence	<ul style="list-style-type: none"> • Have information on the range of housing options available to ensure people think about where they might live when thinking about job • Seek benefits advice • Think about personal budgets and how these might be used to personalise a young person's support • Where a young person is unable to travel independently, consider support that might be necessary to develop their independent travel skills and/or assistance that might be available
Good Health	<ul style="list-style-type: none"> • Ensure young person and family know when they will be discharged from each of the services they use now and who will take over responsibility • Ensure the young person/family knows how their health needs will be met • Annual Health Check via GP if eligible & GP surgery is participating in the scheme • If young person is educated out of area, start thinking about accessing Barnet health services on their return • If you have a communication passport check that it is up to date and available for the relevant professionals, with consent.

Age 19 to 25 and onwards

Further pathways

EHC Plan and Needs Assessment Process	<ul style="list-style-type: none"> • The EHC Plan will cease where young person is in paid work, volunteering or social care services (without education) • Where a young person has an EHC Plan and leaves education but then decides they wish to return (and are still under 25yrs), the local authority is asked to consider whether the previous EHC Plan can be revived and reviewed. It is possible however that a young person will have to go through the full EHC needs assessment
Friends, Relationships and My Community	<ul style="list-style-type: none"> • May access mainstream activities and social setting (with or without support) • May access specialist social clubs and activities via voluntary sector • Family support young person to develop social skills
Preparing for and Finding Employment	<ul style="list-style-type: none"> • May be in paid employment without support • May be in employment with support, through a supported employment organisation (additional support can be accessed through the Access to Work government scheme) – employment options could include job share, job carve, micro-enterprise or self-employment • May be in volunteering role with or without support • May be accessing social care support if not in employment or to complement employment options
Developing Independence	<p>Young person may:</p> <ul style="list-style-type: none"> • live at home • live independently away from family home (and possibly receive housing benefit) • be accessing Shared Lives housing scheme • be in a supported living scheme in borough, if eligible and agreed (and receive housing benefit) • be in a supported living scheme out of borough, if eligible and agreed (and receive housing benefit) • live in a Residential Care setting • need to seek benefits advice
Good Health	<ul style="list-style-type: none"> • May access healthcare independently • May access healthcare with support from specialist care settings • Family knows how to support young person to access to healthcare • May attend annual GP Health Check