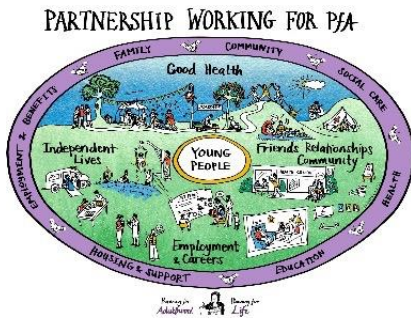




Pathways for Preparing for Adulthood



Preparing for
Adulthood



Planning for Aspirations, Outcomes and Good Futures



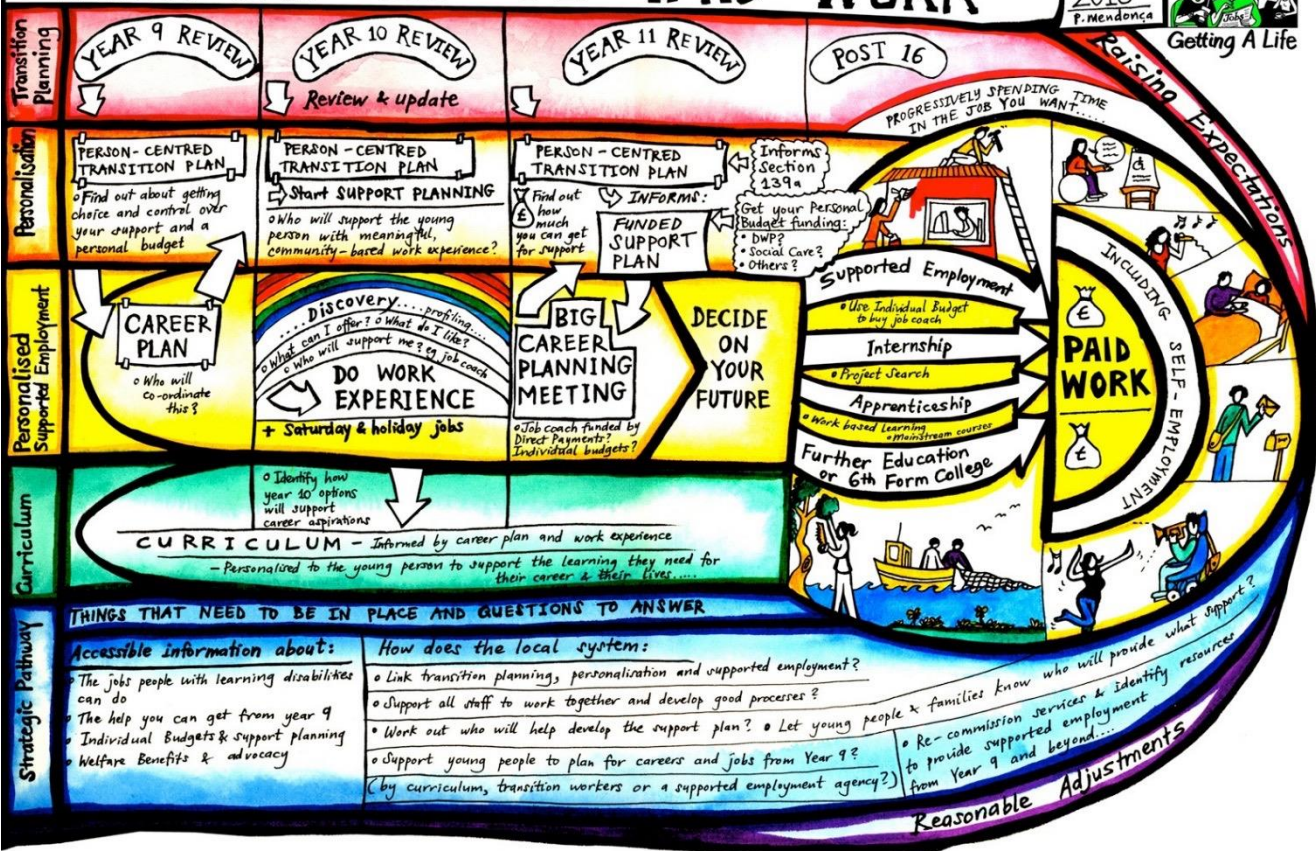


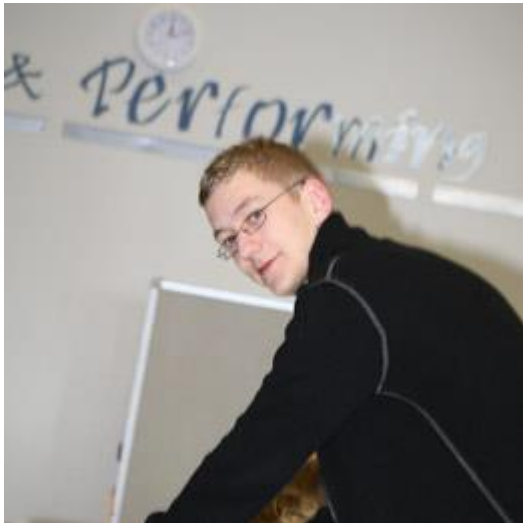
EHCP Sections

- A:** Views, interests and aspirations
- B:** Special Educational Needs
- C:** Health Needs
- D:** Social Care Needs
- E:** Outcomes
- F:** Special Educational Provision
- G:** Any Health Provision reasonable required
- H1:** Social Care Provision under S2 of Chronically Sick and Disabled Persons Act 1970
- H2:** Any other Social Care Provision
- I:** Name and Type of setting
- J:** Personal Budget
- K:** Advice and Information gathered

PATHWAY IN TO PAID WORK

March 2010
P. Mendonca





**All these people
have paid jobs**

**AND HE WANTS ONE
WHEN HE GROWS UP**

www.aspirationsforlife.org
Raising work aspirations for children
and young people with learning disabilities

Photography by Richard Eastwood and Owen Huxley
Printing by Printz of London, London, UK

A collage of approximately 15 small, square photographs of diverse people of various ages and ethnicities, some smiling and some in work settings. The text is overlaid on the collage in a colorful, playful font.

Employment

Aspiration

- To get a paid job when I leave education

Outcome(s)

- By September 2017 I will have had 4 meaningful work experiences in a range of community based settings so that I have an understanding of different type of job roles
- By Sept 2016 I will have a vocational profile that clearly sets out what I'm good at, what type of employers need my abilities and what support I need to get a paid job when I leave education
- In 12 months time I will be able to travel independently around my local community by either walking, using the bus or the train.
- By Sept 2017 I will have a way of making myself understood in the work place by work colleagues

DEVELOPING FRIENDS, RELATIONSHIPS & COMMUNITY

April 2010
P. Mendonca

YEAR 9	YEAR 10	YEAR 11
Person-centred transition plan	Person-centred transition plan + support plan	Person-centred transition plan + support plan
Set up a Circle of Friends: include best friend & other people from the neighbourhood or school	What is important to me about friends and having a social life now? In the future? Is the Circle meeting?	Do a PATH with your Circle of Friends Find P.A.s Have a support group? Connect Circle of Friends with Circle of Support
Support me to keep and develop friendships Include family support		How do we make sure friendships are maintained after school ends? How best to stay in touch?
Take part in extended school & out of school activities	Use Direct Payments/ Personal Budgets	Move on to new things with friends
Take part in the same things as other young people Go out with friends	Am I going out often enough? Am I part of my community? (Use Inclusion Web)	
CURRICULUM: Personalised to you so you get the learning you need for your life How will your Year 10 options help you work towards your hopes & dreams?		

POST 16

I have some close friends * I know lots of people *
I am part of a social group

MY PATH

I know how to stay in touch with people * People stay in touch with me *

I meet friends regularly * Direct Payments/ Personal Budgets support this

I get out and have a good time!
- My PA helps me use public transport
- I travel with friends or on my own
- or my PA can drive my mobility car
could I learn to drive?

THINGS THAT NEED TO BE IN PLACE & QUESTIONS TO ANSWER (STRATEGY):

- Do youth parliaments/councils include young people with learning disabilities?
- What reasonable adjustments do the youth service in order to include young people with learning disabilities? Are extended/after school activities inclusive? Are special/mainstream schools working together to provide inclusion?
- How does the local system support Circles of Friends/Support & peer mentoring?

- How does the local system develop an ethos that enables welcoming, accessible, inclusive environments & the development of positive social relationships? Do anti-bullying policies include specific behaviour that indicates positive attitudes to learning disabled young people? How are friendships monitored? Do they go out?
- Tools: Community Mapping / Capacity Building / Inclusion Web

Friends, relationships and community



Community Participation

Aspiration

- To have friends, be part of my community and have people who can help me have fun and get what I want in life

Outcomes

- By the end of year 12, will be going out with my friends at least twice a week. We will going to the gym, swimming, walking, going to the cinema, music events or a club.
- By September 2015, I will have a volunteer circle of support who meet 4 times a year and regularly help me to live my life and implement my person-centred plan

TRANSITION PLANNING FOR GOOD HEALTH

JUNE 2010

By Mendonca ©

YEAR 9

PERSON-CENTRED TRANSITION PLAN

Health PLAN

Who will co-ordinate this?

Does this plan bring all my health needs together in one place?

- ① Begin engaging with mainstream services
- ② Develop a communication passport to help new people who meet me
- ③ Arrange for me to have all the equipment I need when I leave school
- ④ Will my current staff transfer with me?

YEAR 10

REVIEW: PERSON-CENTRED TRANSITION PLAN

Health PLAN

Is in place

It includes information from paediatrician, CAMHS, community nurse, therapists, hospital.....

- ① My GP has my plan
- ② The practice nurse and community nurse share information about my health
- ③ It is clear how my health needs will be met
- ④ I know about Personal Health Budgets

YEAR 11

REVIEW: PERSON-CENTRED TRANSITION PLAN

Health PLAN

Is reviewed

Me and my family and all my health professionals are clear about when I will be discharged from each service. We will have the names of people who will take over responsibility.

- ① I know how my health needs will be met.

POST 16

I AM IN CONTROL OF THE SUPPORT I NEED TO BE HEALTHY £

I GET A HEALTH CHECK EVERY YEAR (this builds on my health plan)

I KNOW HOW TO KEEP HEALTHY

PROFESSIONALS WHO SUPPORT ME TALK TO EACH OTHER ACROSS SERVICES

PEOPLE KNOW HOW TO COMMUNICATE WITH ME

STRATEGY:

- How will specialist community paediatricians make sure that GPs learn about their health care?
- How are GPs able to get to know young people before they are discharged so that there is shared care for a period of time?
- How are children's therapy services working with adult service colleagues to ensure that young people have a communication passport, communication aids, wheelchairs, pastoral care...?

ACCESSIBLE INFORMATION ABOUT:

- Who will work with me when I'm discharged from children's services?
- Who is responsible for funding my equipment & aids?
- Who will make sure that things are in place in good time?
- Free prescriptions • Dental services
- OT & other therapies • Diet & exercise
- Opticians • Relationships & sexual health

HOW DOES THE LOCAL SYSTEM:

- Support partnership working between specialist children's health services & mainstream services?
- Make sure that health professionals understand person-centred planning & contribute to transition & health plans?
- Connect data about the needs of disabled children & young people so that strategy & commissioning can tackle poor practice & inefficiency.



- How are CAMHS working with adult mental health services to ensure consistent, high quality support?
- Is the SHA asking PCTs to connect data on disabled children's health outcomes?
- Does the PCT collect data on disabled children's health outcomes eg. premature death?
- Does the PCT provide GPs with a training & development programme & information about common conditions?
- Does the local health service enable people to develop person-centred health plans & profiles with clear outcomes?

Good Health



Good Health

Aspiration

- To be as fit and healthy as I can be

Outcome(s)

- I will be eating three balanced meals a day by the end of year 12
- By the end of year 13, I will be writing a shopping list and going shopping with support buying healthy options
- By the end of year 13, I will be taking exercise at least three times a week (walking, swimming & going to the gym)
- By the end of year 12, I will be using my health plan to remind me about my medicines, my diet and exercise
- By the end of year 12, I will be attending regular health checks, with my GP or nurse, to review my health plan



HOUSING PATHWAY

July 2010
© Pen Mendonga

YEAR 9 PERSON-CENTRED TRANSITION PLAN & SUPPORT PLAN €	YEAR 10 REVIEW PERSON-CENTRED TRANSITION PLAN	YEAR 11 REVIEW PERSON-CENTRED TRANSITION PLAN & SUPPORT PLAN €	POST 16 REVIEW PERSON-CENTRED TRANSITION PLAN & SUPPORT PLAN €
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Begin planning for housing and support

Curriculum to foster ideas about where young people may live when they get older and that this will change over time

Curriculum options to include opportunities to raise young people's aspirations eg. older young people with learning disabilities talking about living in their own places

Families getting more detailed information about housing options

Link housing plan and big career plan so that people think about where they might live when thinking about what jobs they might do

Plan for short, medium and longer term, taking into account that things change

Put name on housing register

Understand choice-based lettings

Know about benefits including housing benefits and tax credits

THINGS THAT NEED TO BE IN PLACE & QUESTIONS TO ANSWER (Strategy)

ACCESSIBLE INFORMATION FOR YOUNG PEOPLE: & THEIR FAMILIES ABOUT:

- Housing options including family investment, shared ownership, mortgages, social housing & private renting
- The local housing strategy
- The places that people with learning disabilities live
- "What's possible" o Support for living
- Using Personal Budgets & Direct Payments
- Benefits & housing allowance

HOW DOES THE LOCAL SYSTEM:

- o Support young people with learning disabilities to spend time away from home? eg. inclusive school trips, club trips, staying with friends, holidays with friends
- o Enable young people to use their personal budgets and direct payments for time away from home
- o Support families to know about choice-based lettings, family investment, buy-to-let, private sector renting (at parent evenings, and at transition review meetings).
- o Is the local housing department advising families?
- o Is the local housing strategy informed by the aspirations of young people & families? o Use assistive technology effectively to support people to live in their own places



Independent living



Independent living

Aspiration

- To live in my own home

Outcome(s)

- I will have decided who I want to live with and where I want to live by the end of year 12.
- By the end of year 13, I will have a clear idea of how I want to be supported
- By the July 2016, I will be able to understand how to use my money for my food each week.
- I will have a clearer understanding of key things I need to do to be safe at home, online and in the community and (when I know where I will be living) be able transfer this learning to my new home

Preparing for
Adulthood



Department
for Education

PfA Outcomes across the age ranges for children and young people with SEND

PfA Outcomes across the age ranges for children and young people with SEND

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
Age	Local Offer, building independence and resilience, Education, Health and Care Plans			
Early Years 0 – 4 years	<ul style="list-style-type: none"> <input type="checkbox"/> following instructions - consider any specifics around sensory impairment <input type="checkbox"/> adapting to new environments <input type="checkbox"/> playing with other children <input type="checkbox"/> real world play (builder / nurse / doctor) <input type="checkbox"/> what do you want to be when you grow up? 	<ul style="list-style-type: none"> <input type="checkbox"/> feeding and drinking <input type="checkbox"/> toileting <input type="checkbox"/> real world play (kitchens, DIY, cleaning) 	<ul style="list-style-type: none"> <input type="checkbox"/> making friends <input type="checkbox"/> social interaction <input type="checkbox"/> visits / day trips 	<ul style="list-style-type: none"> <input type="checkbox"/> checks at births (hearing etc) <input type="checkbox"/> 2 year old development check <input type="checkbox"/> immunisations

Provision universal and targeted	<i>Speech and language therapy (SLT), occupational therapy (OT), Physiotherapy, health visitor, parents, Portage, community nurse, community/disabled groups, toddler groups, GPs/paediatricians, social workers/respice care, early years professionals, use of personal budgets as appropriate.</i>			
Outcome	Employment / HE	Independent Living	Community Participation	Good Health
Primary Reception - Y2 5 - 7 year olds Key stage 1	<input type="checkbox"/> numeracy <input type="checkbox"/> real world visits (fire stations etc) <input type="checkbox"/> what do you want to be when you grow up?	<input type="checkbox"/> getting dressed - making choices <input type="checkbox"/> washing / brushing teeth <input type="checkbox"/> paying in shops (supervised)	<input type="checkbox"/> team playing <input type="checkbox"/> after school clubs <input type="checkbox"/> weekend activities	<input type="checkbox"/> child obesity checks <input type="checkbox"/> diet - making choices <input type="checkbox"/> physical exercise <input type="checkbox"/> weekend activities <input type="checkbox"/> immunisations <input type="checkbox"/> dentist school visit

Provision	<i>As above plus: Teachers / TAs / support staff, school nurse, Dentist Organised clubs e.g. Brownies / Cubs (universal services)</i>			
Primary Y3 - Y6 8 - 11 year olds Key Stage 2	<input type="checkbox"/> talk about different careers and education options <input type="checkbox"/> start to build a personal profile of interests and ambitions <input type="checkbox"/> school sessions from visitors on their careers	<input type="checkbox"/> sleep-overs and residential trips <input type="checkbox"/> understanding money <input type="checkbox"/> moving around the school independently <input type="checkbox"/> cooking at school and home <input type="checkbox"/> shopping <input type="checkbox"/> transport / road signs	<input type="checkbox"/> youth and after-school clubs <input type="checkbox"/> knowing the local area <input type="checkbox"/> friendships <input type="checkbox"/> walking short distances alone	<input type="checkbox"/> learning to be safe on and offline <input type="checkbox"/> immunisation BCG <input type="checkbox"/> articulating pain / health problems <input type="checkbox"/> managing minor health needs eg asthma

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
<p>Post-16</p> <p>16 - 19 in schools colleges</p> <p>SPIs residential</p>	<ul style="list-style-type: none"> <input type="checkbox"/> build on strengths and interests highlighted in personal profile <input type="checkbox"/> planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful <input type="checkbox"/> apprenticeships <input type="checkbox"/> supported internships <input type="checkbox"/> traineeships <input type="checkbox"/> further work on academic qualifications including E&M <input type="checkbox"/> A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor <input type="checkbox"/> CV writing <input type="checkbox"/> skills in applying for jobs <input type="checkbox"/> knowing how to access support from JobCentre post-education <input type="checkbox"/> interviewing <input type="checkbox"/> does the LA have a supported employment service? 	<ul style="list-style-type: none"> <input type="checkbox"/> managing bills (e.g. mobile phone) <input type="checkbox"/> residential learning options <input type="checkbox"/> mental capacity - decision making <input type="checkbox"/> life skills <input type="checkbox"/> travel training <input type="checkbox"/> parents take a step back <input type="checkbox"/> managing your time <input type="checkbox"/> transition to adult care <input type="checkbox"/> being safe in your home <input type="checkbox"/> understanding different types of living arrangements and thinking about what future living arrangements are positive and possible for each YP <input type="checkbox"/> actively planning for future living arrangements with family, LA etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> developing new friendships <input type="checkbox"/> Personal budgets - how could they be spent post 16 to further PfA aspirations <input type="checkbox"/> managing your time <input type="checkbox"/> being safe on the streets <input type="checkbox"/> understanding alcohol and drugs <input type="checkbox"/> volunteering 	<ul style="list-style-type: none"> <input type="checkbox"/> taking responsibility for dental and optical appointments <input type="checkbox"/> managing own health <input type="checkbox"/> transition to adult services <input type="checkbox"/> knowing when you need to see the GP <input type="checkbox"/> staying physically active and healthy <input type="checkbox"/> understanding relationships, including sexual relationships - choices, safety and good health

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
19 - 25	<ul style="list-style-type: none"> <input type="checkbox"/> consolidate learning <input type="checkbox"/> completing outcomes in EHC plan <input type="checkbox"/> voluntary work <input type="checkbox"/> knowing how to access support from Job Centre post-education <input type="checkbox"/> paid work <input type="checkbox"/> understanding benefits 	<ul style="list-style-type: none"> <input type="checkbox"/> arranging potential residential care placement <input type="checkbox"/> planning other living arrangements <input type="checkbox"/> understanding correspondence / bills <input type="checkbox"/> continuing to develop independent living skills as part of a study programme 	<ul style="list-style-type: none"> <input type="checkbox"/> Accessing adult social care post 18 <input type="checkbox"/> Maintaining friendships outside of an education setting 	<ul style="list-style-type: none"> <input type="checkbox"/> Managing health appointments <input type="checkbox"/> Transition from paediatrics to adult health
Provision	<p><i>As above plus: Job coaches, adult social care, adult health services, housing associations/ LA housing services</i></p>			