

Preparing for Adulthood

for students with Education, Health and Care Plans

Purpose of the session

- ▶ Understanding the term ‘Preparing for Adulthood’
- ▶ The role of the Case Officer
- ▶ The role of the school
- ▶ Other support
- ▶ How can families help?
- ▶ Potential pathways
- ▶ Questions?

Aim: to share information about the processes and gain an understanding about practicalities from your perspective.

Role of the Case Officer

- ▶ To amend the EHCP, incorporating all relevant advice
- ▶ **To apply to potential new settings**
- ▶ To help everyone understand the legislation and processes around EHCPs
- ▶ To ensure that the provision detailed in the EHCP is being put into place

They can not:

- ▶ Advise on which setting to attend
- ▶ Enforce access arrangements for exams
- ▶ Make amendments without evidence
- ▶ Sort housing, PIP, respite, etc

Role of the school

- ▶ To gather advice and send this out with a pre-review report two weeks before a review meeting
- ▶ To support with developing PfA outcomes
- ▶ To recommend any potential amendments to the Plan, submitting this report no later than 10 days after the meeting
- ▶ To support families in communicating with the LA and other services if more support is needed
- ▶ To ensure that careers advice is provided, and that transition is planned for effectively

They can not:

- ▶ Advise on which setting to attend
- ▶ Enforce access arrangements for exams, though they can apply for them
- ▶ Make amendments to an EHCP without evidence
- ▶ Sort housing, PIP, respite, etc

Other support

- ▶ Prospects
- ▶ Advocacy for All
- ▶ ASD Advisory Service
- ▶ Preparing for Adulthood team (social care)
- ▶ GP
- ▶ Adult Learning Disability Team
- ▶ Bexley Mind
- ▶ Bexley IASS
- ▶ Preparing for Adulthood.org.uk (national charity with lots of helpful info!)
- ▶ Bexley Voice!

The Local Offer should have information about the above services and many others - please let Rachel know if anything is missing!

How can families help?

- ▶ Start thinking early about next steps:
 - Where will they study?
 - How will they get there?
 - Where will they live?
 - Who will they spend time with?
 - What will they do at weekends/holidays/days off?
 - What will life look like beyond education?
- ▶ Talk about aspirations with your child, as you can then make sure school knows what these are!
- ▶ Support in thinking about outcomes for your child - what would be realistic for them? What specific achievements could we help them obtain?
- ▶ Tell us your thoughts!

Amending the EHCP

- ▶ Amendments need to be clear and evidenced - the EHCP **must be visible in the Annual Review meetings**
- ▶ If there are changes to one section, there are likely changes to others!
- ▶ Focus on **needs, not diagnosis**
- ▶ Think about age, PfA, setting, etc - for example:
 - if a young person is going to college, do we need provision about how a TA will help them in the playground?
 - If they are now moving to an FE setting and focusing on building friendships, are 1:1 speech and language sessions going to help them develop their social communication skills?
 - Has independent travel been considered and how we will help develop this skill, given that it will take more time?
 - How can home and school work together to develop skills such as being able to manage personal care and take care of a home?

Potential pathways

- ▶ **Sixth-form** - tends to be more academic, with a focus on A-levels
- ▶ **College** - wider variety of courses; typical course is 3-4 days a week; can vary from unaccredited courses up to level 3 (equivalent to A-level); allows for more academic as well as vocational courses
- ▶ **Apprenticeships** - offered by some colleges as well as training providers; at a range of levels; means students can work and be paid whilst continuing some study
- ▶ **Supported Internships** - unpaid but similar to apprenticeships in focusing more on work-based learning - will have job coach support, reduced hours with a slower build up to work, and should lead to a job at the end of the year

Preparation for any of these pathways needs to be discussed EARLY, whether or not an EHCP is involved!

Any questions?

<https://www.bexleylocaloffer.uk/Page/21872>

Each setting has an assigned Case Officer, whose name and contact details can be found here on the Local Offer. There are also Support Officers and an SEN Business Support Team who can answer questions.

Please note that Case Officers are often in meetings, so a voicemail or email will need to be sent if they can't take your initial call. Make sure you let them know your child's name and ideally a summary of your query, so that they can prioritise their responses and come back to you quicker with the information you need.

If you do not get a response after 5 days/an out of office to indicate when to expect a response, please follow up with a Senior Case Officer.