

# What is Preparing for Adulthood?

- The term “Preparing for Adulthood” is used to describe the process of moving from childhood into adulthood for young people with Special Education Needs and Disabilities (SEND) who have an EHCP or receive SEN support. It is also known as “Transition”.
- Preparing for Adulthood means identifying the support a young person will need to live as full and active an adult life as possible and includes preparing for the following outcomes:
  - **Higher Education and/or employment**
  - **Independent living**
  - **Participating in society**
  - **Being as healthy as possible in adult life**
- The formal Preparing for Adulthood Pathway for those with an EHCP starts when a young person is in Year 9 (13 or 14 years old)\*. It may continue beyond the age of 19 for some young people if they require a longer period in education or training in order to achieve their outcomes and make an effective transition.
  - **\* For those with SEN support it starts in Year 11**
- Support for the transition process from some agencies may continue until the young person is 25.

# SEND Code of Practice

The SEND Code of Practice says that:

- There **MUST** be a focus on Preparing for Adulthood
- The discussions **MUST** centre on the young person
- The young person's aspirations and what they want to achieve **MUST** be explored
- The revised EHCP **MUST** include outcomes that are ambitious, stretching and will prepare the young person for adulthood
- Outcomes should be ambitious and show how they will enable the young person to make progress towards their aspirations
- Young people should have the support they need to participate fully in this planning and decision making
- Local authorities **MUST** ensure that relevant services cooperate to help the YP to prepare for adulthood e.g. Housing, Adult Social Care etc.
- Local authorities **MUST** ensure that the EHCP review at Year 9 (and every review thereafter) includes a focus on Preparing for Adulthood

See also: [PfA Minimum Standards - NDTi](#)

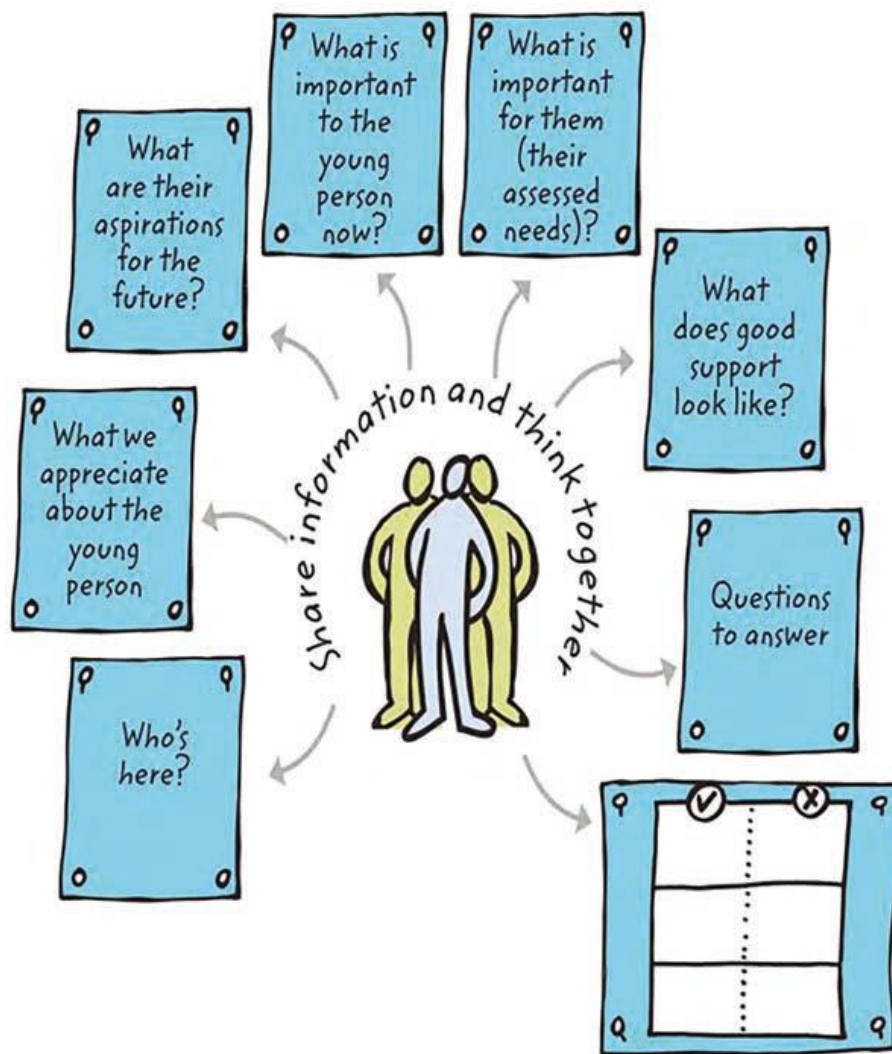


# 'Person Centered' Thinking and Working

- To ensure the formal transition process supports young people to reach their goals, it is vital that they and their families are right at the heart of the planning process. This is called 'Person Centered'.
- The underlying principles of a person centred approach are about improving young people's life chances by focusing on:
  - **What is important to them**
  - **Their aspirations**
  - **Using evidence of what works for them to develop outcomes**
- A person centred approach will help parents and carers to work with those who support their young person to ensure that:
  - **Young people have choice and control and are supported to have greater expectations**
  - **Services are responsive to the needs and aspirations of young people**
  - **Local opportunities are developed based on the needs, talents and aspirations of young people**
  - **Young people have equal access to opportunities**



# 'Person Centered' Thinking and Working



# Preparing for Adulthood - Outcomes

The Preparing for Adulthood process should identify the support a young person will need to live as full and active an adult life as possible. This includes preparing for :

- **Higher Education and/or Employment** - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies, apprenticeships, supported internships etc.
- **Independent Living** - this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **Participating in Society** - including having friends and supportive relationships, and participating in and contributing to, the local community
- **Being as healthy as possible in adult life** - ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities



# What Happens in Bexley?

- For those with an EHCP, the Year 9 transition review is the starting point for a single planning process which supports the young person until they are settled into adult life. For those with SEN Support, this begins in Year 11.
- The school, family, representatives from the London Borough of Bexley and health professionals will get together with the young person to identify the most appropriate pathway, enabling them to achieve their Preparing for Adulthood outcomes.
- Parents/carers will be sent a form on which they can provide their views about their child/young person's progress over the last year. This form should be returned to the educational setting prior to the Transition Review Meeting.
- Parents/carers should expect to receive information to be discussed at the review meeting at least 2 weeks before the meeting date.
- Short and long term outcomes will be agreed, to support the progress of the young person in meeting their educational and career aspirations as well as becoming as independent as possible.
- This plan should then be reviewed, revised and updated **at least annually**.



# Year 9 Review – What to Expect

The following people must be invited to attend the Year 9 review;

- the child or young person
- the child or young person's parents or carers
- a school representative (e.g. class teacher, learning support assistant, SENco) who knows the child/young person well

In addition, the following people should also be invited to attend the review if they are involved with the child/young person;

- health professionals (e.g. nurses, speech therapists, occupational therapist etc.)
- a local authority social care representative (e.g. PfA Team and/or CWD Team)
- other individuals involved in the child/young person's plan
- a local authority SEN case officer (if required)

**NB These people do not need to attend (and may not be able to) but must submit their contribution in advance of the meeting.**





# Year 9 Review – What to Expect

A typical Transition Review agenda will include:

- the child/young person's views and aspirations
- progress that has been made towards the outcomes identified in their EHCP (if applicable)
- agreeing new Outcomes (if appropriate)
- focusing on the four Preparing for Adulthood outcomes (Education, Health, Living, Community)
- advice on the availability of Individual Budgets if you have requested this
- actions and next steps

**NOTE:** Young people need to continue in education or training until the end of the academic year in which they turn 18. This does not necessarily mean staying in school. Young people could choose:

- Staying in School
- Going to a Local College
- Higher Education
- Training and Work (e.g. Supported Internships, Apprenticeships)

**See also:** PFA Review Process: <https://www.youtube.com/watch?v=JTEEr9PUtYI>



# What You Can Do Now

Prior to the Year 9 review, you could start preparing by:

- Starting conversations with your young person about what they want to do, what they are interested in and who they want to spend time with (see next slide)
- Think about:
  - **Who should be involved with PfA/Transition planning**
  - **Who should be invited to the PfA/Transition Review**
  - **Who should contribute to the plan**
- Start to think about non-educational aspects of your young person's life e.g.
  - **Healthcare needs and provision – how these might change as your young person gets older**
  - **Travel training and transport**
  - **Getting a place in college**
  - **Getting a job**
  - **Where to live and who with**
  - **Learning skills to live independently**

**Note:** the Early Days Checklist in the Bexley Voice Parent Transition Planner may be helpful



# Starting Conversations with Young People

Tools that parents and carers have found useful to start and support conversations about the future include:

- **Talking Mats** - This communication tool can be very helpful with decision making around things like where the young person would like to live in the future.
- **'How To' videos** on Youtube
- **PowerPoint Presentations** - can be prepared in advance at home or with school staff
- **Photographs, symbols or other visual aids** - that describe what they want to say, written up on to pre-prepared cards
- **Technology** – e.g. iBooks, iPads etc. can be utilised

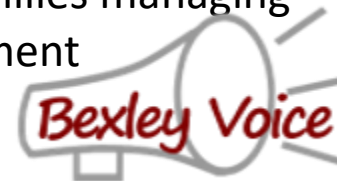
**NOTE:** Some schools have prepared visuals/videos to explain what will happen at a transition review – speak to your SENCO

**See also:** - [When I grow up I want to be... - YouTube](#)

# People Who Can Help

Teams will work in a way that supports young people to have a smooth transition into adult life.

- **The Children with Disabilities Team** - can work with young people up to the age of 18.  
If you have a social worker in this team, they will talk to you about how plans will be made at the age of 18 and what to expect when assessments are completed under adult criteria for receiving care and support.
- **Bexley Preparing for Adulthood Team** -works with Young people who are diagnosed with Learning Disability/Asperger's/Down Syndrome/Autism and physical disabilities, have Special Educational Needs and who also require support with transitioning into Adult Social Care. They don't work with SEN Support if there is no Social Care input.
- **Bridging the Gap South East**- supports adults 18+ on the autistic spectrum who fall outside the criteria of the statutory services. However, younger people in transition may attend events if accompanied by parents/carers. (Currently restricted)
- **Inspire Community Trust** - are commissioned to support to families managing Direct Payments and Personal Budgets, adaptations and equipment



# Further Information and Support for PfA

The following sources of information and support are available to parents and carers regarding Preparing for Adulthood:

## London Borough of Bexley

### Teams:

- Bexley Preparing for Adulthood Team – [www.bexleylocaloffer.uk/Services/5530](http://www.bexleylocaloffer.uk/Services/5530)

### Guides:

- The Local Offer - contains a lot of information on Preparing for Adulthood - [www.bexleylocaloffer.uk/](http://www.bexleylocaloffer.uk/)
- Bexley Guide to Preparing for Adulthood – [www.bexleylocaloffer.uk/Services/5526](http://www.bexleylocaloffer.uk/Services/5526)
- Education Decisions – Bexley Post-16 Directory – [www.bexleylocaloffer.uk/Services/5555](http://www.bexleylocaloffer.uk/Services/5555)

## Bexley Voice

- Bexley Voice Preparing for Adulthood Web Page - [www.bexleyvoice.org.uk/transition---preparing-for-adulthood.html](http://www.bexleyvoice.org.uk/transition---preparing-for-adulthood.html)
- Bexley Voice Parent Transition Planner and Guide – <https://www.bexleyvoice.org.uk/bexley-voice-parent-transition-planner.html>

## National Development Team for Inclusion (NDTI)

They have developed a lot of support materials on preparing for adulthood from the earliest years. <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>



# Further Information and Support - Employment and Health

The following local and national sources of information are available to parents and carers:

## Employment/Post 18

### Local:

- **Bexley Twofold** – <https://www.bexley.gov.uk/about-council/jobs-and-careers/career-help-people-disabilities/bexley-twofold>
- **Learning and Enterprise College Bexley and Resources Plus** - <https://www.lecb.ac.uk/career-advice-and-guidance.html>
- **Reinstate Employment Services** - <https://www.re-instate.co.uk/>

### National:

- **Care Trade** - [www.care-trade.org/](http://www.care-trade.org/)

## Health (all local)

- **The Bexley Community Learning Disability Team (CLDT)** - <https://oxleas.nhs.uk/search/service/community-adult-learning-disability-team-bexley-107>
- **Bexley Adult Mental Health Services** - [www.bexleylocaloffer.uk/Services/5397](http://www.bexleylocaloffer.uk/Services/5397)
- **Bexley Children's 0-19 Health Service** - [www.bexley0to19.co.uk/](http://www.bexley0to19.co.uk/)
- **Crisis Child and Adolescent Mental Health Services (CAMHS)** <https://oxleas.nhs.uk/search/service/crisis-child-and-adolescent-mental-health-services-pathway-crisis-camhs-bexley-bromley-and-greenwich-128>

# Further Information and Support - Other

The following local and national sources of information are available to parents and carers:

## Other

### Local:

- **Bexley Mencap** - [www.bexleymencap.org.uk/home](http://www.bexleymencap.org.uk/home)
- **Bridging the Gap South East** - <https://www.autism.org.uk/autism-services-directory/b/bridging-the-gapsouth-east> - currently restricted service
- **Information Advice Support Service (IASS)**- <https://www.bexleyiass.co.uk/>
- **Inspire Community Trust** - [www.inspirecommunitytrust.org](http://www.inspirecommunitytrust.org)

### National:

- **National Autistic Society** - [www.autism.org.uk/](http://www.autism.org.uk/)
- **SCOPE** - [www.scope.org.uk/](http://www.scope.org.uk/)
- **Contact** - [www.contact.org.uk/](http://www.contact.org.uk/) and [Time to Talk Next Steps – NDTi](#) (support for young people/carers)

**Note:** The Bexley Voice Parent Transition Planner contains more useful contacts



- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

# Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

## Employment

## Independent living

## Community Inclusion

## Health



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