

The Preparing for Adulthood Review

A Good Practice Toolkit

How person-centred practices and reviews can help transfer Statements and Learning Difficulty Assessments to Education Health and Care Plans



Contents

- 4 Introduction
- 6 Transferring Statements and LDAs to EHC plans – What the SEND reforms say
- 14 3. How person-centred practices and reviews contribute to developing EHC plans
- 21 4. The importance of aspirations
- 23 5. The Preparing for Adulthood Review: a 3 step process
- 29 6. Step 1: Getting ready for the Preparing for Adulthood Review
- 39 7. Step 2: The Preparing for Adulthood Review process
- 44 8. Step 3: After the review - Agreeing the EHC Plan
- 46 9. Developing a workforce that can deliver person-centred outcome focused EHC plans
- 46 10. Delivering good planning at scale
- 47 11. Using information from plans to inform commissioning and provider development
- 48 12. Appendices
- 54 Glossary of terms – All terms highlighted in purple are explained here

1. Introduction

The Children and Families Act 2014 introduces a new **SEND** system. At the heart of these changes is a commitment to ensuring that children, young people and their families are at the centre of decision-making so that they achieve better outcomes.

This guide focuses on young people who are preparing for adulthood – those aged 14-25 who will be transferring from a statement of special educational needs (SEN) or are receiving support at college following a Learning Difficulty Assessment (**LDA**).

From year 9 the **SEND reforms** require those supporting young people to focus on ordinary life outcomes such as paid employment; independent living (choice and control over your life and support, and good housing options); community participation (friends, relationships and community inclusion); and health and wellbeing. The new system requires a joined up approach including co-production, holistic planning and multi-agency working.

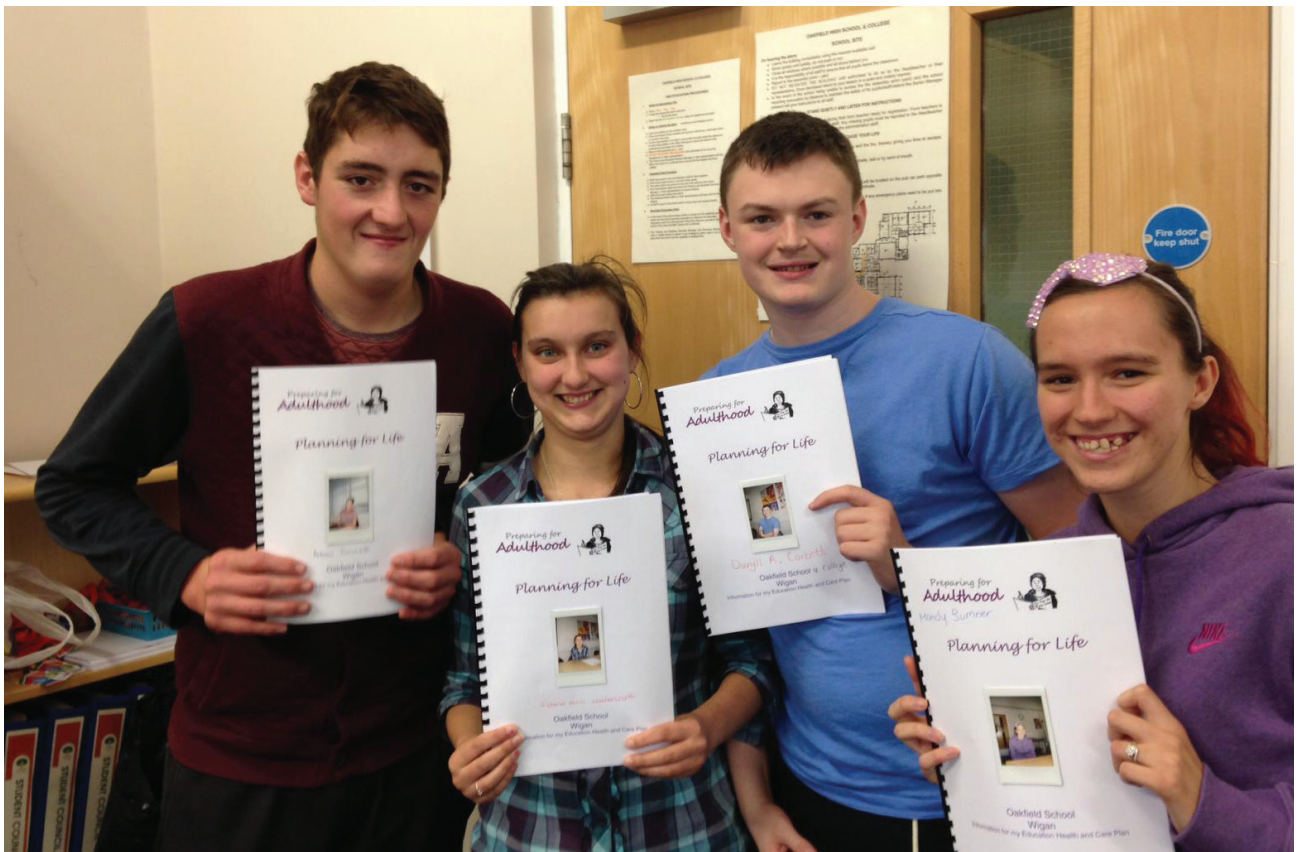
In September 2014 the Government produced statutory guidance on how local authorities and organisations can support young people with SEN to transfer from Statements and Learning Difficulty Assessments to **EHC plans**. Our experience from working with pathfinders suggests that Preparing for Adulthood (PfA) reviews (as described in the **SEND Code of Practice**) are the best way of doing this for young people aged 14-25.

This good practice guide is for staff responsible for managing the transfer process. It draws on learning from the [Valuing People Annual Person-Centred Reviews programme](#), [Getting a Life](#), the [Transition Support programme](#), [Children's Individual Budget Pilot](#) and the [SEND pathfinder programme](#).

It explains how to help young people and their families to develop and fulfill aspirations for the future, and how to use person-centred approaches to develop **EHC plans** and carry out Preparing for Adulthood reviews. It provides suggestions of how to skill up the workforce and use information from **EHC plans** to inform commissioning and develop the market. The guide has been developed in partnership with the national PfA pathfinders, Hertfordshire and Manchester, and Helen Sanderson Associates.

The underlying principles of person-centred practice are about improving people's life chances by focusing on: what is important to them; their aspirations and assets; and using evidence of what works to develop outcomes. Therefore although the guide focuses on how to use person-centred practices to develop **EHC plans**, we recommend using the same approaches for supporting young people who do not need a statutory plan but are at risk of not achieving Preparing for Adulthood outcomes.

Nicola Gitsham and Linda Jordan
January 2015
Preparing for Adulthood (PfA)



Young people from Oakfield School and College in Wigan

2. Transferring Statements and LDAs to EHC plans – What the SEND reforms say.

In September 2014 the Children and Families Act 2014 came into force. A new **SEND Code of Practice** covers children and young people with special educational needs and/or disabilities from birth to age 25. One big change is that **EHC plans** will replace Statements of SEN and **LDAs**.

Every local authority should publish a local transition plan. This explains when and how Statements will be transferred to the new system, and gives information for young people in further education and training who receive support through an **LDA**.

Transferring to the new system requires cultural and systemic change. It needs a good understanding of how to use person-centred practices as well as the statutory requirements of EHC plans, Preparing for Adulthood, and guidance on transfers. In this section we provide the key information on the plans, who is eligible for one, and how they differ from existing Statements and LDAs.

2.1 What does an EHC plan look like?

The **SEND Code of Practice** says:

*The purpose of an **EHC plan** is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.*

(9.2)

Chapter 9 of the **SEND Code of Practice** details what must be included in an **EHC plan**.

Every local authority can decide how to set out the **EHC plan**, but it must include 12 specific sections from A-K (including H1 & H2). You can find out more at www.gov.uk/government/publications/send-code-of-practice-0-to-25

*As a statutory minimum, **EHC plans** must include the following sections, which must be separately labeled from each other using the letters below. The sections do not have to be in the order below and local authorities may use an action plan in tabular format to include different sections and demonstrate how provision will be integrated, as long as the sections are separately labeled*

(9.62)

Local authorities use the information from the EHC assessment to:

- Establish and record the views, interests and aspirations of the young person and their parents
- Provide a full description of their special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- Specify the provision required and how education, health and care services will work together to meet their needs and support the achievement of the agreed outcomes.

2.2 Which young people will receive an EHC plan?

The **SEND Code of Practice** says:

*A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with the **EHC plan**.*

(9.3)

This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions.

The **EHC plan** is about special educational and training needs that require provision above what is normally available. Where this element is absent (i.e. where there is a social care or health need without an education or training need) there will not be an **EHC plan**.

2.3 Preparing for Adulthood and EHC plans

One of greatest cultural challenges of the **SEND reforms** is preparing for adulthood. Currently 30% of young people who have had a statement of SEN are not in education, training or employment at 18: double that of their peers without SEN¹. In addition, disabled young people and those with SEN are more likely to experience social exclusion, poor housing and support, and additional health needs². This needs to change.

The new **SEND reforms** require professionals to support young people by

⁶ This figure comes from the Longitudinal Study of Young People in England and the Youth Cohort survey. Outputs can be found in chapter 4 of this report, from page 60 onwards: www.gov.uk/government/uploads/system/uploads/attachment_data/file/219445/main_20text_20osr202011.pdf

⁷ Fulfilling Potential www.gov.uk/government/collections/fulfilling-potential-working-together-to-improve-the-lives-of-disabled-people

sharing high aspirations. Support from Year 9 must be focused on the young person's aspirations and the following outcomes:

- Higher education and/or employment – exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living - young people having choice, freedom and control over their lives, their support, and their accommodation and living arrangements, including supported living
- Participating in society - having friends and supportive relationships, and participating in and contributing to the local community.
- Being as healthy as possible in adult life.

Local authorities must say in the **Local Offer** how they develop pathways to these outcomes. They are required to cooperate with education, health and social care and other key partners such as housing or economic regeneration to achieve the outcomes jointly. This could include engaging them early, highlighting needs from **EHC plans** and supporting them to develop strategies and plans that will deliver: for example, by making sure your semi-supported accommodation opportunities are located near to transport and jobs.

PfA have worked in partnership with SE7 to develop a Guide to Developing the Preparing for Adulthood section of the **Local Offer** which you can download here: www.preparingforadulthood.org.uk/resources/wider-resources/developing-the-preparation-for-adulthood-section-of-the-local-offer

Local Authorities must ensure the following in relation to **EHC plans** and reviews:

- They must be centred around the individual, explore aspirations and abilities, explore what they want to do after education and training, and identify the support they need to realise these ambitions, including study programmes.
- Identify the actions and further support the young person requires as they prepare to make more decisions for themselves.
- Support them to participate fully in planning and making decisions.
- Support them to prepare for
 - Higher education or employment
 - Independent living
 - Maintaining good health including transfer to adult services
 - Participating in society.

- Ensure that transition planning is built into the revised **EHC plan**, resulting in clear outcomes that are ambitious and prepare young people for adult life.
- Colleges must cooperate with the local authority in the review process. Local authorities can ask colleges to host reviews.

2.4 Key differences compared to Statements and LDAs include:

- a greater focus on outcomes.
- a greater emphasis on the involvement of parents and young people.
- Improved integration of health and social care provision.
- Young people and/or families can request a personal budget as part of the **EHC plan** process.
- Local Authorities must ensure that the **EHC plan** review at Year 9 (age 13-14), and every year thereafter, focuses on preparation for adulthood: employment; independent living; health; and friends, relationships and community participation.
- Continuation to age 25 for those in education, training or apprenticeships.
- When deciding whether to continue an **EHC plan** for anyone over the age of 18, local authorities must have regard to whether education or training outcomes specified in the **EHC plan** have been achieved.
- From the end of **compulsory school age** (the academic year in which a young person turns 16) rights in relation to **EHC plans** apply directly to young people rather than to their parents.

2.5 How does this affect those with Statements?

Until 1 April 2018 local authorities must continue to comply with Part IV of the **Education Act 1996** (the old law) if the young person has a Statement. The Statement continues and annual reviews will take place until one of the following happens:

- The local authority decides to cease the Statement;
- the Statement ceases because the young person leaves school;

there is a **transfer review** and:

- an **EHC plan** is agreed, or
- the local authority decides an **EHC plan** is not required.

The **SEND Code of Practice** says:

*During the transition period local authorities will transfer children and young people with statements onto the new system.... No-one should lose their Statement and not have it replaced with an **EHC plan** simply because the system is changing.*

(9.4)

Transfer to **EHC plans** is staggered over the next four years. In each year local authorities must transfer some groups of young people with Statements, and should give priority to other groups.

Between 1 September 2014 and 1 September 2015

Local authorities **must** transfer young people to **EHC plans** before they move from school (including school sixth forms) to post-16 education or an apprenticeship.

Local authorities **must** transfer young people to **EHC plans** if they received an **EHC plan** but had no Statement before 1 September 2014. (Some **EHC plans** were issued as part of the **SEND Pathfinder** project but they have no legal force as they were prepared before the new law came into effect).

Local authorities should **give priority** to young people when they move from:

- middle to secondary school
- mainstream to special school (or vice versa).

Local authorities should also **give priority** to those young people:

- in Year 9
- in Year 11
- leaving custody
- who had an **EHC plan** and a Statement before 1 September 2014 (as part of the **SEND Pathfinder** project)
- who move from one local authority to another
- who receive Direct Payments under the SEN Direct Payments Pilot Scheme.

Between September 2015 and April 2018

In each year, Local authorities **must** transfer young people to the new system:

- in Year 9
- before they move from middle to secondary school, or from mainstream to special school (or vice versa).

In 2015/16, local authorities **must** also transfer young people on request to **EHC plans** if they have an **LDA** and will continue in education after August 2016.

Between September 2016 and 31 March 2018

In each year, Local authorities should give priority to transferring to the new system those young people:

- in Year 11
- leaving custody
- who have an **EHC plan** issued before 1 September 2014 (some **EHC plans** were issued as part of the **SEND Pathfinder** project)
- who move from one local authority to another.

You can find out more about the transition arrangements for particular groups in the Department for Education guidance www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014 and in the local authority's Transition Plan.

2.6 How does this affect those with Learning Difficulty Assessments?

Local authorities must consider an EHC Needs Assessment, on request, if a young person has an **LDA** and will continue in education after August 2016.

Local authorities must continue to have regard to the statutory Learning Difficulty Assessment guidance until 1 September 2016. In 2014/15 and 2015/16 they must transfer young people with **LDAs** who request it by 1 September 2016, if they are staying in further education or training after that date.

2.7 What is a transfer review?

A **transfer review** replaces the annual review in the academic year in which the young person transfers to the new **SEND** system. It will involve more than an annual review and will take longer (up to 14 weeks). The review must be complete (that is, an **EHC plan** must be issued) within 12 months of the Statement being issued or of the previous annual review. For moves between school stages, the deadlines are:

- 31 May 2015 for young people transferring from secondary school to post-16 institutions on 1 September 2015, and (in subsequent years) before 31 March in the calendar year of their transfer to a post-16 institution
- 15 February in the calendar year of the young person's transfer in any other case

A **transfer review** requires an **EHC needs assessment** to decide what outcomes and provision should be included in the **EHC plan**, including education, health and social care needs. In many cases the assessment information in the existing Statement will be used. The local authority **must not** ask for further advice if the existing advice is sufficient. The person who provided the old advice, the local authority, the parents and/or the young person must all be satisfied that the advice is “sufficient for the purposes of an **EHC needs assessment**”.

Parents and/or young people must be invited to a meeting as part of the **transfer review**, and be given two weeks’ notice of that meeting.

If it is not agreed that the existing advice is sufficient, new assessments must be carried out. It is therefore crucial that the meeting to discuss this takes place early enough to get up-to-date reports linked to the outcomes identified in the EHC planning process.

A **transfer review** ends when the local authority sends the parent or young person a copy of the final **EHC plan**, or when it informs them that an **EHC plan** will not be issued. Where a plan is required, the local authority **must** finalise the plan within **14 weeks** of the young person and/or their parent being told that they are carrying out the **transfer review** or an EHC needs assessment, unless you are transferring from an **LDA**, in which case the **EHC plan** must be finalised within **20 weeks**.

Once the transfer process starts, your rights to appeal to the Special Educational Needs and Disability Tribunal under the Children and Families Act 2014 replace those you had under the **Education Act 1996**.

3. How person-centred practices and reviews contribute to developing EHC plans

In this chapter we introduce a range of person-centred practices and show how they can contribute to **EHC plans**. The term person-centred practice refers to a range of practical thinking tools which are established good practice in transition and adult social care (www.thinklocalactpersonal.org.uk/Regions/EastMidlands/Personalisation/PCP/PCPGuidance/), and are being used by innovative schools and colleges (www.personalisingeducation.org/). Person-centred reviews were originally developed as a way of conducting the annual statement review in school. The Valuing People Support Team rolled out person-centred reviews nationally as best practice for all reviews. It focused particularly on years 9, 10 and 11. Getting a Life (www.gettingalife.org.uk/) built on this work, placing a greater focus on aspirations and planning for real-life outcomes.

This guide introduces the Preparing for Adulthood Review, an adaptation of person-centred reviews that can be used to review an existing **EHC plan** or as part of the EHC needs assessment process to transfer a Statement or **LDA** to an **EHC plan**. There are a number of similarities to a person-centred review, so the format will be familiar to most people who have been trained in that way of working.

There are four main differences:

- 1) The “working and not working” section focuses specifically on the four Preparing for Adulthood outcome areas.
- 2) “Developing outcomes” starts with aspirations.
- 3) As well as developing clear outcomes, it includes thinking about provision and targets.
- 4) There is a process for checking that the outcomes move the young person closer to their aspirations.

The Preparing for Adulthood review will take an hour and a half to two hours. This is an efficient use of time if you consider how long individual meetings take to share information, check with the family, resolve any differences etc. It means that information is shared transparently, and the young person and family are full partners in decision-making. There is also time to focus on what will help young people to have better life outcomes and realise their aspirations.

The Preparing for Adulthood Review

Who's here?

What we appreciate about the young person

What are their aspirations for the future?

What is important to the young person now?

What is important for them (their assessed needs)?

What does good support look like?

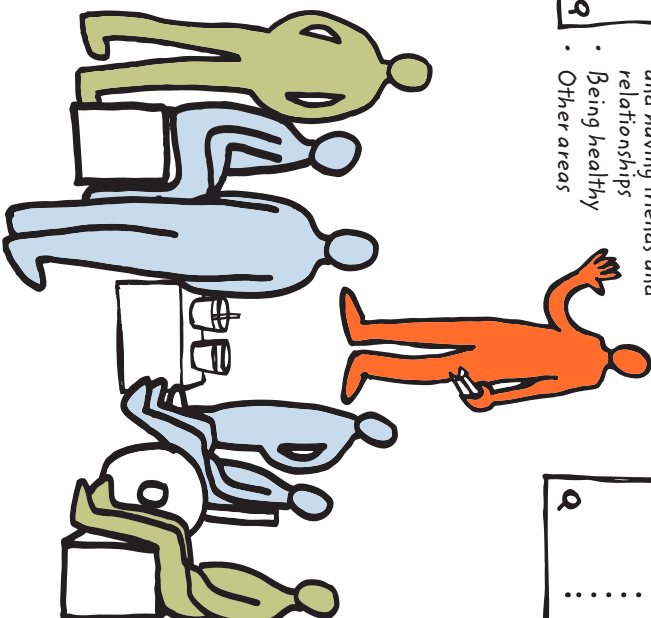
Questions to answer

young person's perspective
 family
 school
 other

- About:
- Moving to higher education or employment
 - Independent living
 - Being part of the community and having friends and relationships
 - Being healthy
 - Other areas

Outcomes:	Provision:	Targets:	Actions:
.....

What is working and not working from different perspectives?



The Preparing for Adulthood review builds on and adds to:

- What people appreciate about the young person;
- What is important to them;
- What is important for them (good support);
- What are their needs;
- What is important in the future – their aspirations;
- What is working and not working from different perspectives (young people, families, schools and colleges, commissioners etc), around the 4 PFA outcomes).

From a shared understanding of this information, the young person, family, school and professionals then agree person-centred outcomes, decide on provision that can meet these outcomes, and develop targets that:

- Address the young person's needs;
- Reflect what is important to them;
- Change what is not working;
- Move towards the young person's aspirations;
- Have a clear timescale;
- Have specific targets that are measurable;
- Identify who is accountable;
- Prepare the young person for adulthood by making it more likely that they can have paid work, independent living, friends, relationships, be part of their community life, and be as healthy as possible.

Summary of person-centred thinking tools and how to use them for EHC planning

Section of EHC Plan	What has to be in this section	Where this information can come from
A	What is important to the young person (their interests and what matters to them)	<p>One-page profiles</p> <ul style="list-style-type: none"> Some families may have developed a one-page profile with their child and shared this with school Many schools have been developing one-page profiles, perhaps as part of the curriculum <p>Existing person-centred review records will also have this information. Some families have been involved in person-centred planning and circles of support, and will have this information as part of the plan</p> <p>Relationship circle or Map will describe who is important to the young person</p> <p>Approaches to planning together such as Planning Live and Living Live Person-centred Plans – for example Path, Map</p>
	History	The story of the young person so far. History map.
	Aspirations for the future	<ul style="list-style-type: none"> The local authorities last year's person-centred review records will have this information (it may need to be updated). Some schools have developed work around aspirations and careers Person-centred plans such as Path.
	Views of the family on what is working and not working from their perspective	<ul style="list-style-type: none"> The local authorities last year's person-centred review records will also have this information (it may need to be updated)
Views of the young person on what is working and not working from their perspective	<ul style="list-style-type: none"> The local authorities last year's person-centred review records will also have this information (it may need to be updated) 	

Section of EHC Plan	What has to be in this section	Where this information can come from
B	The young person's special educational needs.	<ul style="list-style-type: none"> ● Assessments ● 'How best to support me' information used by school/college (this may be part of a one-page profile or a more detailed section of the plan) ● Communication charts ● Decision-making agreements
C	The young person's health needs related to their SEN.	<ul style="list-style-type: none"> ● Assessments ● 'How best to support me' information used by school/college (may be part of a one-page profile or a more detailed section the plan) ● Health Action Plan ● Person-centred review
D	The young person's social care needs related to their SEN or to a disability.	<ul style="list-style-type: none"> ● Assessments ● Communication charts ● Decision-making agreements ● Relationship circles ● How best to support me information used at school/college and home ● Presence to contribution
E	Outcomes sought, including outcomes for adult life. The EHC plan should identify arrangements for setting shorter-term targets by the early years provider, school, college or other education or training provider.	<ul style="list-style-type: none"> ● Developed together through Preparing for Adulthood Review or approaches such as Planning Live

Section of EHC Plan	What has to be in this section	Where this information can come from
F	The special educational provision required by the young person, including provision to help with preparation for adulthood and independent living, for example, support for finding employment, housing, or participation in society.	<ul style="list-style-type: none"> Developed together through Preparing for Adulthood Review or approaches such as Planning Live
G	Any health provision reasonably required by the learning difficulties or disabilities which result in the young person having SEN. Where they also have an Individual Health Care Plan, that plan should be included. The health provision should be related to preparation for adulthood and independent living, for example, support for finding employment, housing or for participation in society.	<ul style="list-style-type: none"> Developed together through Preparing for Adulthood Review or Planning Live
H1	Any social care provision which must be made for a young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970. This needs to be in relation to help with preparation for adulthood and independent living, for example, support for finding employment, housing, or participation in society. This only applies where a young person is 18 or under.	<ul style="list-style-type: none"> Developed together through Preparing for Adulthood Review

Section of EHC Plan	What has to be in this section	Where this information can come from
H2	Any other social care provision reasonably required by the learning difficulties or disabilities, which result in the young person having SEN. This will include any adult social care provision to meet their eligible needs (through a statutory care and support plan) under the Care Act 2014. This provision needs to be in relation to helping with preparation for adulthood and independent living, for example, support for finding employment, housing, or participation in society.	<ul style="list-style-type: none"> Developed together through Preparing for Adulthood Review
I	The name of the school, post-16 institution or other institution to be attended (or, where the name of a school or other institution is not specified in the EHC plan , the type of school or other institution to be attended).	<ul style="list-style-type: none"> Options may be explored at Preparing for Adulthood Review
J	Personal Budgets. Details of how the personal budget will support particular outcomes, the provision it will be used for (including any flexibility in its usage and the arrangements for any direct payments for education, health and social care).	<ul style="list-style-type: none"> This option may be explored at the Preparing for Adulthood Review
K	Advice and information gathered during the EHC needs assessment must be listed and attached (in appendices).	<ul style="list-style-type: none"> Assessments and other information shared Communication charts Decision-making agreements

In the Appendix there is a summary of each person-centred thinking tool mentioned here.

4. The importance of aspirations

The quality of thinking in reviews and the planning process will depend on what the young person and people around them (including parents) believe is positive and possible and on their knowledge of what works.

Research demonstrates that disabled young people and those with special educational needs, their families, support staff and professionals often have lower expectations of what they can achieve in life. The **SEND reforms** aim to address this by requiring a stronger focus on raising aspirations and ensuring these are reflected in the outcomes and provision in **EHC plans**.

In order to achieve this it is important that families, support staff and professionals are comfortable listening to young people's aspirations and know how to support them to achieve their ambitions. Families, support staff and professionals need to know what is positive and possible about employment; independent living; community participation; health and wellbeing; and what helps people (especially people with complex needs) achieve full lives.

Changing the conversation about transition to adulthood and raising aspirations for life takes time. Here are some ideas to get started:

- Organising presentations from young people who have paid jobs and full lives, or families who have supported this to happen.
- 'Market places' to share what is possible locally.
- Supporting young people and families to look at some of the websites that share positive stories about young people achieving good outcomes

Pathfinders working on Preparing for Adulthood for the last few years have found the following helpful:

- Providing workshops throughout the year (and especially in the autumn term before annual reviews) for young people, families and everyone who works with them with information about what is possible and what type of support helps all young people achieve the Preparing for Adulthood outcomes.
- Using after school clubs, summer schools, weekend workshops, short breaks and post-16 open evenings to raise aspirations and share what works.
- Sharing stories and examples of young people achieving good life outcomes through posters around school and college and local newspapers.
- Supporting young people to become more aware of adult life, for example using the curriculum and work experience to enable people to become work aware.
- Collecting local stories and sharing them in a wide variety of ways.

- Raising aspiration needs to start early - working with early years staff so they can share positive stories of children and young people leading full adult lives. It's hard for people to believe that employment and independent living are possible if they only hear about this in transition.
- Ensuring the **local offer** raises aspirations and shares what is available locally for achieving good life outcomes. The **local offer** should be developed with young people and families, paying special attention to groups most at risk of exclusion. Having a good, co-produced **local offer** is just the start, the challenge is to make sure all families and professionals know about it.

Here is how Manchester makes sure that families know what is in the **local offer**.

Parental Engagement Officer and Hubs

Manchester have employed a Parental Engagement Officer whose role is to work with all families of young people with additional needs (not just those entitled to an **EHC plan**) to enable them to access the **local offer**. She is operating a drop in service on dedicated days at hubs located throughout Manchester. In an innovative and exciting way she is encouraging schools, libraries, children's centres and hospitals to act as hubs, supported by staff from these centres and members of the parent/carer forum.

5. Preparing for Adulthood reviews: a summary of the 3-step process

For older children or young people, a Preparing for Adulthood review is the best way to transfer Statements and **LDAs** to **EHC plans**, and most importantly, to create the opportunity for the young person, their family, school and professionals to develop outcomes together. To do this, everyone at the review needs to have the information they need to make decisions on outcomes. The information about aspirations, needs, what is important to the young person, and everyone's views on what is working and not working at the moment, has to be clearly shared and then discussed.

The 3-step process is:

1. Review existing information and gather more as required;
2. The Preparing for Adulthood review to draft the **EHC plan**;
3. Agree the **EHC plan**.

The plan co-ordinator is responsible for delivering these steps.

5.1 The role of the plan co-ordinator

Local areas have to decide who will be the plan co-ordinators for young people transferring from Statements or **LDAs** to **EHC plans**. Some areas, such as Hertfordshire and Bromley, have created PfA plan co-ordinator roles others have identified the type of staff who may do this role as part of their existing role such as SEN teams or educational psychologists.

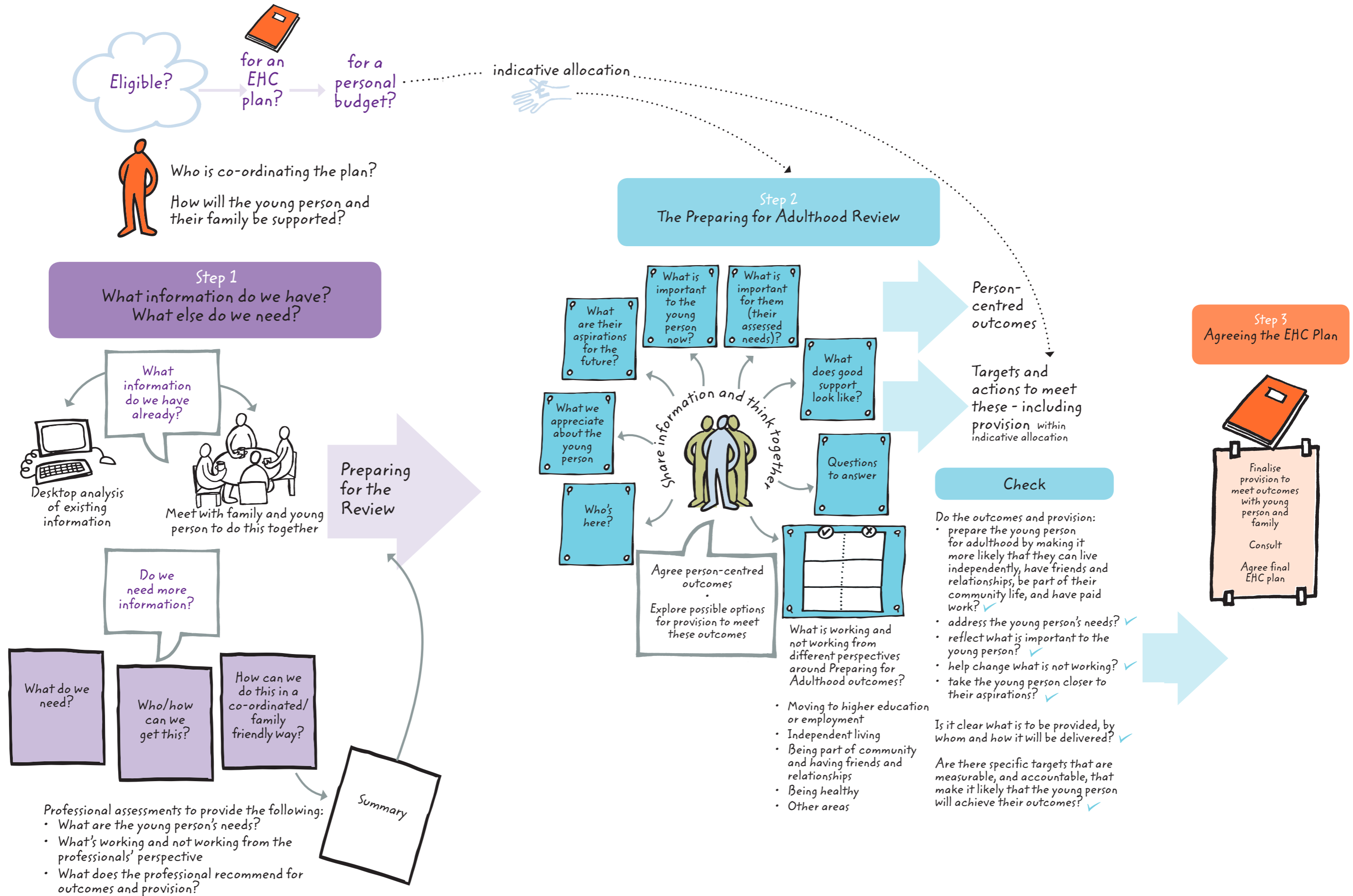
The essence of the role is:

- to ensure that the young person and the family are fully supported to be at the centre of decision making, and that all the information is available in a way that the family and others can understand
- to agree outcomes and specific actions that enable the young person to have greater life chances, with an **EHC plan** that is compliant with the **SEND reforms**.

The responsibilities are outlined in each step of the process. Before Step 1, the plan co-ordinator needs to ensure that the young person and family understand and have information about the process and the **local offer**, establishing what support the young person and family need to fully participate throughout. This may include using person-centred practices such as communication charts and decision-making agreements.

Here is a graphic that summarises the three steps.

Transferring statements and LDAs to Education, Health and Care Plans



Step 1: Review existing information and gather more as required

Before commencing step 1 the local authority must carry out an EHC Needs Assessment for the young person to ascertain if they are eligible for an **EHC plan**. For a young person transferring from a Statement to an **EHC plan** the local authority must carry out an EHC Needs Assessment as part of the '**transfer review**'. For a young person with an **LDA** the local authority must consider whether they will carry out an EHC Needs Assessment.

The first step is organising the review by thinking about how to keep the young person at the centre of the process, supporting the family to prepare and participate fully, and making sure that all the information is available.

- As well as deciding whether a young person is eligible for an **EHC plan** they must also decide whether they are eligible for a personal SEN budget. (If they are eligible for a personal SEN budget they need to have an indicative allocation, and this information needs to be available before the review.)
- Once it is established that the young person is eligible for an **EHC plan** there needs to be agreement on who is co-ordinating the plan and for this person to work with the family and young person throughout.

Step 2: Preparing for Adulthood review to draft the EHC plan

- The Preparing for Adulthood review starts in the same way as all person-centred reviews, with people saying who they are in the young person's life and sharing what they appreciate about them. This is recorded under the 'Who's here' and 'What we appreciate about the young person' headings.
- On the flip charts there will be the existing information, gathered in Step 1, under the headings:
 - What are the young person's aspirations for the future (in the context of the four preparing for adulthood outcomes)?
 - What is important to the young person now?
 - What is important for them (their assessed needs)?
 - What does good support look like?
 - Questions to answer
 - What is working and not working from different perspectives under the four outcome areas (and any other area of the young person's life)
- The co-ordinator facilitates the review by asking people to add to the information, so that it is visible in full to everyone.

- Starting with aspirations, the group then thinks about the outcomes required to take the young person closer to these aspirations, and develops other outcomes that change what is not working and build on what is working.
- Once the outcomes are agreed, they are checked to ensure that they:
 - Prepare the young person for adulthood by making it more likely that they can live independently, have friends, be part of their community life and have paid work
 - Address the young person's needs
 - Help change what is not working
 - Take the young person closer to their aspirations
- The group then looks at possibilities for **provision** to achieve these outcomes, and then potential targets and actions. If the young person has an indicative allocation, this is taken into account at this stage.
- The final part of this stage is to check that:
 - It is clear what is to be provided and how it will be delivered
 - There are specific targets that are measurable, accountable, and that make it more likely the young person will achieve their outcomes

Step 3: Agreeing the EHC Plan

- At this stage there should be a draft **EHC plan**, with clear outcomes and suggested provision. The name of the education setting where the young person will attend must not be named at this stage.
- The suggested provision to meet the outcomes needs to be finalised by the family, and clearly costed if the young person is using a personal budget.
- Parents or young people must be given an opportunity to comment on the draft plan and can request a particular educational setting is named in the plan.
- The **EHC plan** is then completed and agreed by the local authority. Parents or young people can appeal the contents of the final plan if they wish.
- Copies are sent to the young person, family and relevant people.

This is the graduated approach taken in Manchester.

Involving Families

Manchester realise that parents require different levels and types of support to enable them to be fully involved in the process. Understanding exactly what support is required and how best to deliver it is crucial if parents are to feel comfortable about the process, able to participate fully and make informed decisions as a result. The components of the graduated approach taken in Manchester are as follows: -

Telephone call/local offer

Some parents may require straightforward information, which can be answered by a phone call to the Information Advice and Support Manchester/Early Help Team. This is a new team comprised of representatives from the CAF team and Independent, Advice and Support Service, formerly Parent Partnership Service, who may refer parents to the **local offer** and/or Parental Engagement Officer.

Face to face support

When families require further information, or advice and guidance than can be dealt with over the phone, for example when parents require help formulating their contribution to the **EHC Plan**, they are offered a face to face meeting with a member of the Information, Advice and Support Team. Additionally, staff across the authority and partner agencies are being trained in using a key working approach with families and to help families access the **local offer**, so that the responsibility for empowering families and offering information, advice and support does not just rest with one team.

Independent Support

When families want independent help from outside the local authority or require more support than can be delivered by the Information, Advice and Support Service, they can receive support from an Independent Supporter from the voluntary sector. Manchester has produced a document called "Top Tips for Parents and Professionals Working Together in Manchester", which describes what families can expect from professionals and in turn what is expected of them to ensure everyone works effectively together. This document can be found in the appendices.

Young people

The approach will be the same for young people - they will use the same phone line and there will be some dedicated staff time both from the Information, Advice and Support Service and the Independent Supporters. Schools, colleges, careers advisers, youth clubs, the youth council etc will all be expected to be part of the graduated approach, helping young people to access the **local offer**, signposting young people to universal and targeted services and into the Information, Advice and Support Service. They will also be responsible for informing the local authority of gaps in provision or barriers to access for them to address in their joint commissioning work.

The following chapters describe the three steps in more detail.

6. Step 1 - Reviewing existing information, gathering more and preparing for the review

The first step is organising the review by thinking about how to keep the young person at the centre of the process, supporting the family to prepare and participate fully, and making sure that all the information is available. Great outcomes are built from a clear, shared understanding of needs, what is important to the young person, and their aspirations for the future. Aspirations are built on what people believe is possible and are at the heart of the Preparing for Adulthood review. It is very important that information about what is possible is shared before the review and not done as part of the review process, so that the time in the review is spent making decisions.

What needs to happen in Step 1	Who	Person-centred practices that can help
Think how the young person and family can fully participate in the review and process	Plan Co-ordinator	<p>Relationship circle – who else may need to be involved</p> <p>Communication chart – how the young person can communicate and contribute</p> <p>Decision-making agreement – what decisions the young person will be involved in and how they can be supported in this</p> <p>One-page profile – how to support the young person well</p> <p>Family one-page profile – how to support the family</p>
Gather existing information	Plan Co-ordinator	See the table in section 3 above on where the information may be found
Gather any new information	Professionals	<p>Read the one-page profile before any further assessments.</p> <p>Share information under working and not working if the professional is not at the review.</p>

<p>Support the young person, family, professionals and school/college to prepare for the review</p>	<p>Plan Co-ordinator</p>	<ul style="list-style-type: none"> ● what they are proud of/appreciate about the young person ● what is important to the young person ● What their hopes, dreams and aspirations are for the future (the four Preparing for Adulthood outcomes) ● What is important for them (assessed needs) ● What is working and not working, from their perspective, in relation to preparing for higher education/and or employment, independent living (choice and control over their life and support and good housing options), their friendships, relationships and community inclusion), their health, and anything else important to them. ● What good support looks like to them
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Manchester and Hertfordshire have found that it is important to gather as much information for the **EHC plan** as possible prior to the Preparing for Adulthood review. This way the focus of the review can be on using this information to develop and agree good outcomes and associated actions, and to propose provision that will support the achievement of the agreed outcomes. The aim is to gather and collate the information (including suggested outcomes) from the young person, their parents and professionals into a draft **EHC plan**. This is then taken to the Preparing for Adulthood review as a starting point for discussion. The draft plan is not a substitution for the review process and the meeting needs to be clearly facilitated so that everyone is clear that the draft plan is to be closely scrutinised, the outcomes developed, and that the plan can be rewritten to the fullest extent necessary. It is crucial that the family do not feel under any pressure to accept what they are not happy with. Neither should the fact that the draft exists provide an excuse for professionals not to attend the review meeting itself.

In Step 1 there needs to be a review of the existing information in the context of the A-K sections of the **EHC plan**. This can be done through an analysis from files and records, and from meeting with the young person and their family to look at what information is available and how to fill any gaps, through further assessments or gathering or developing person-centred information (for example one-page profiles).

6.1 Gathering information: Desktop analysis

The plan co-ordinator should be able to use the information already available from the existing Statement, **LDA** and professional assessments to identify any gaps in the sections B, C, D, H1 and H2 of the **EHC plan**.

Section A requires information about what is important to the young person, what their views are, what is working and not working from their perspective and their family's perspective, and the young person's aspirations for the future. **This information is unlikely to be found in Statements and assessments.** Therefore the plan co-ordinator needs to gather this information through meeting the young person and the family, and updating information from the previous person-centred reviews.

6.2 Gathering additional information - with the young person and family

The co-ordinator will already know how best to involve the young person and the family, and therefore whether to meet them together or separately. If any of the 4 elements of information needed for Section A of the **EHC plan** are unavailable, the co-ordinator needs to support the young person and family to develop this information. Here are some possibilities:

- the school/college develops the young person's one-page profile
- someone from the family participates in a half day one-page profile workshop
- another trained family member from a Parent Partnership group or parent carer forum supports the young person and family to develop the one-page profile
- the family is supported to use a preparation booklet to record what is working and not working for them, before the Preparing for Adulthood review
- the young person is supported at school/college to think about what is working and not working from their perspective to share at the review
- the young person and family participate in a workshop, such as Hertfordshire's Living Live process.

Hertfordshire is using an innovative group process before the Preparing for Adulthood review that does the following:

- Provides information and advice
- Raises aspirations for full lives
- Start conversations about what is important to and for the young person, and what is working and not working.
- Market place of what is happening locally/**Local Offer**

This gathers most of the information required for the Preparing for Adulthood review with the family and school, and therefore is used in conjunction with the desktop analysis.

In Hertfordshire they have named this process 'Living Live'. It brings together a small group of young people who are a year from leaving their special school, their families and professionals. The event is facilitated by the young person's school and in partnership with relevant professionals. The young person is supported at the event by a professional who knows them well; this could be a teacher, a learning support assistant; their Youth Connexions LDD Team Personal Adviser or another appropriate professional. The young person's Youth Connexions Personal Adviser will already have met with them and their families before the event to start the process of gathering information for Section A of the EHC. They will also have talked about aspirations for the future and what they would want their life to look like, based on exploring what's working and not working and what's important to and for the young person.

Part one - The event begins by the young people introducing themselves in ways they feel comfortable with; this could be by video or photos and will highlight what is important to the young person and their achievements. This is usually put together by the young person and the school and prepares the young person for the event. It is a very positive way to begin the session.

Part two – In person-centred small group sessions the Personal Adviser/facilitator works with the young person, their families and a member of school staff to look at what is working and not working in the young person's life and their aspirations for the future. The facilitator explores with the family what could be possible in the future, gently challenging any low expectations. They also check what information has already been gathered for Section A, what is missing, and decide together how to address this. It is also an opportunity for parents to say what they need to fully contribute to the process.

Part three - Parents and young people meet relevant professionals with a good knowledge of local services and provision, including the transition team, relevant health providers and local colleges, to enable them to understand the **local offer** better. The providers listen to the young person's (and their parents') aspirations and needs, and discuss how they are able to meet them. The process ends with this stage. The focus of Living Live is to gather information and start the planning process, so that the family have all the information needed to develop outcomes at their individual reviews and have a clear idea of what provision might be available to support those outcomes, once decided. This can be contrasted with the **Planning Live** process used in Manchester and introduced later in this guidance, where key information has been gathered in advance and where the process goes on to develop full outcomes.

6.3 Gathering additional information – further professional assessments

The **SEND reforms** require a different approach to sharing professional information, so that decisions are made together with the young person and the family. Professionals have an important role in assessing need. They can also share their perspective on what is working and not working in relation to the four Preparing for Adulthood outcomes (depending on how well they know the young person). It is very important that assessments are written in a way that enables the family and others involved in agreeing outcomes to understand. The information required from professionals is:

- A clear statement of education, health or social care needs.

- Any specific information to help those who are supporting the young person. From your professional perspective, what do support/teaching staff need to know or do? This will not be part of the **EHC plan** but it will be part of whatever paperwork is used to help staff support the young person well.
- What is working and not working from their perspective around the PFA outcomes, to be shared at the PFA review.
- Their recommendations about outcomes and provision in the context of the four preparing for adulthood outcomes.

If further assessments are required, there are two important issues to consider: first, how can they be co-ordinated; second, providing a summary of the information to feed directly into the Preparing for Adulthood Review.

- **Co-ordinating assessments.**

It is essential that assessments are carefully co-ordinated with the family, so that the young person and family are not asked similar questions by different professionals at different times. Therefore if further assessments are required, it must be considered whether it is best to do these at the same time, or in some 'family friendly' way.

It is very useful for professionals to have an up-to-date one-page profile about the young person before they assess them, so that they can focus on what matters to the young person as part of their assessment. Even better is when professionals introduce themselves to young people and families by sharing their own one-page profile.

- **Providing a summary.**

Whilst the full professional assessment will be included in the **EHC plan** in section K, decisions about the outcomes and provision will be made at the Preparing for Adulthood review. Some of the professionals who have contributed assessments may not be able to be present at the review, and therefore their summary information needs to feed into it in a way that is understandable to everyone, and can be used as part of the decision-making process. Therefore a summary sheet is an important way of recording the information about needs, about what is working and not working from the professional's perspective, and their recommendations for both outcomes and provision (in the context of the 4 preparing for adulthood outcomes).

In Hertfordshire, where required, each of the relevant professionals will be requested to write their report on a template that follows the headings in the **EHC plan**, so that it can be slotted straight into the draft plan. Professionals are advised that their advice should identify needs and outcomes in their area of expertise only. They are to include in their assessment what they have identified as being required for the young person to prepare for adulthood.

This partially populated plan is then sent out to the family at least two weeks prior to the meeting. The goal is that the parents can arrive at the review meeting fully prepared and able to comment on any reports, and able to develop the outcomes together. This should mean that there are no “nasty surprises” for the parents at the review, and that any necessary support or clarification can be sought in advance of the review.

The more preparation that happens for a Preparing for Adulthood review, the easier the process is and the better the result.

6.4 Supporting the young person to prepare

The table at the beginning of this chapter describes the importance of the young person’s contribution to their Preparing for Adulthood review which can be thought about in the same way as for a person-centred review. It is very important to know and use the communication chart and decision-making profiles where needed and to hear their views on all of the areas outlined in the table.

Here are some ways that young people have been supported to prepare:

- Short powerpoint presentation to introduce what matters to them and their aspirations, at the beginning of the meeting.
- Using photographs, symbols or other pictures that describe what they want to say, written up on pre-prepared cards.
- Newer technology such as iBooks can be made and shared.
- Booklets that the young person can complete as part of the curriculum or through dedicated preparation time in school.

The young person needs to know what to expect at the Preparing for Adulthood review. Some schools have produced videos for young people to watch, storyboards or other communication that reflect the young person’s communication ability.

How Hertfordshire are supporting Young People to Prepare

In Hertfordshire supporting young people to prepare for their review is a joint enterprise between the school and the Youth Connexions' Personal Adviser. Gathering the young person's contribution is done over time as part of the curriculum and may be recorded on paper, DVD or other formats.

Youth Connexions' Personal Advisers meet individually with young people and use a range of person-centred tools, including one-page profiles, to record who the important people are in the young person's life (this can help to identify who the young person might like to attend their review) and how best to support them to be heard and understood.

For young people at college who are transferring from an **LDA** to an **EHC plan** the local colleges will also support young people to prepare for their review.

6.5 Supporting Families to prepare

Families have had different experiences of meetings and reviews, some of which include a very passive role, perhaps just hearing reports. Families need to know what will happen at the meeting and be given the opportunity to think about the headings and the contribution they want to make.

They will need to think about:

- What they appreciate about the young person?
- What they know is important to the young person?
- What is important for the young person?
- What are the young person's aspirations for the future (in the context of the four preparing for adulthood outcomes)?
- What is working and not working, from their perspective, about preparing for higher education/and or employment, independent living (choice and control over their life and support and good housing options), their friendships, relationships and community inclusion, their health, and anything else important to them?
- What good support looks like.

Here are some ways that families have been supported to prepare and contribute:

- Help with completing a preparation booklet, perhaps with another parent.
- Telephone conversations to share the information before the review and another person to record this for them.

- Gatherings or drop ins with other parents who are preparing for reviews as well, to be supported to think about what they want to share.
- Preparing for Adulthood sessions that share what is positive and possible for young people to achieve good life outcomes, and what evidence based support looks like.
- Living Live sessions.

How Living Live helps families in Hertfordshire to prepare

Hertfordshire are developing their 'Living Live' model to help families prepare for the review. They are planning to use the Hopes and Fears tool to enable families to say what is needed for a successful review and what needs to happen beforehand to address any concerns that they may have about the meeting.

It is also an opportunity for families to meet with local providers and find out how their provision might support their son or daughter to achieve their outcomes.

As well as ensuring that families are ready to share their information, the coordinator must ensure that they have the information they need to contribute fully and be a decision-making partner. There are two kinds of information here: information that will be shared about their young person and information about the **local offer**.

The basic principle is: no surprises. Families need to see the professional's summary of assessed need before the review, and have a chance to ask questions about it if they need to.

The family also needs to have information about the **local offer** and see how they will be using this to make suggestions and decisions about provision. The Preparing for Adulthood review is a facilitated decision-making process. Everyone shares their information for the first quarter of the review, to create a shared understanding. This is not a time to share general information about the **local offer**, or to debate nuances in the assessment. If this is going to happen, it needs to happen before the meeting.

6.6 Supporting the school or college to prepare

Local authorities need to work out with their school and college partners where Preparing for Adulthood reviews will take place; what each other's roles and responsibilities will be; and how they should be run. Practicalities such as resources, time, and space need to be considered. It is important that the right people are invited to the review, so if schools take responsibility for inviting people, they need to know who is involved in the young person's life not only from an educational point of view, but also from the perspectives of their

health and social care input. The relationship circle is important to use here. If the young person is at school it is also crucial to think how to engage with local colleges at this point, in order that work might begin on designing study programmes and support for the young person.

It may be possible to have contributions from a number of staff members. In this case, it is necessary for staff members to contribute their information, under the headings of the review:

- What they appreciate about the young person?
- What they know is important to the young person?
- What is important for the young person (assessed need)?
- What are the young person's aspirations for the future?
- What is working and not working from their perspective about preparing for higher education/and or employment, independent living (choice and control over their life and support and good housing options), their friendships, relationships and community inclusion), their health, and anything else important to them?
- What good support looks like for the young person?

This may be written up prior to the review in a way that makes sense to the young person, for example, by using words, photographs or symbols. Staff members attending the meeting need to know the process and how and when they will be expected to contribute. Schools have used different ways to do this, from posters that summarise the process up in the staff room to minibooks that describe the process step-by-step. School staff need to go into the meeting with a good understanding of what helps young people achieve good life outcomes and what is available through the **local offer**.

6.7 How to support professionals to prepare

Professionals from health, social care and education will be expected to share information summaries from assessments, and many will be present at the review as well.

Many professionals may be used to preparing and reading reports for this type of meeting, so it is helpful to think about how to support professionals to be able to contribute the information required. Professionals will need to complete their summary of the assessment, and be prepared to write this when the rest of the group shares their information at the review.

A booklet or other resource that explains the purpose of the meeting and explains the process and information required under the headings of the review is a useful resource. Professionals need to go into the meeting knowledgeable about what helps young people with **SEND** achieve good life outcomes and what is available through the **local offer**.

7. Step 2 - The Preparing for Adulthood review process.

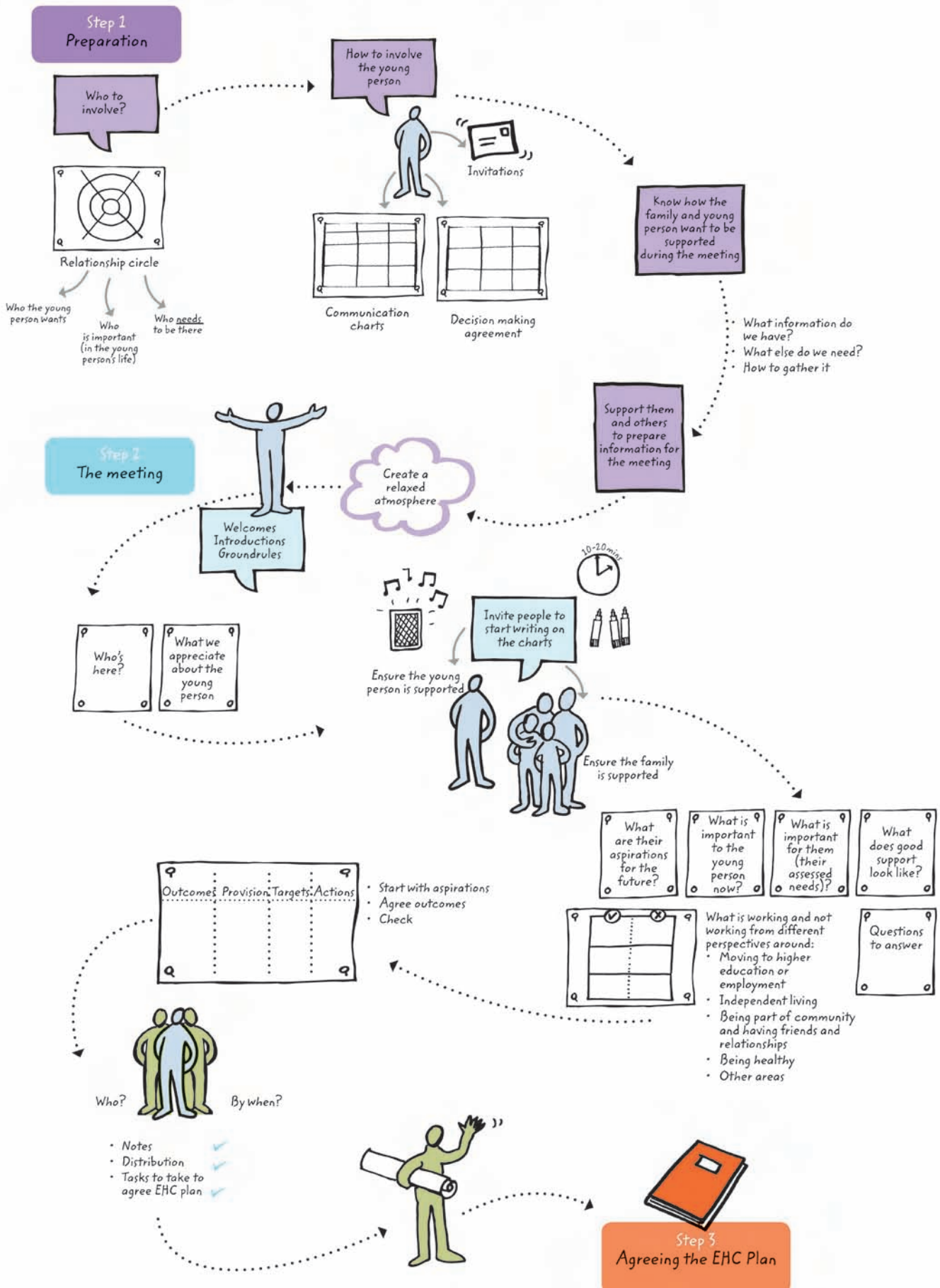
The Preparing for Adulthood review has seven parts. The review is likely to be facilitated by the Plan Co-ordinator.

Here is a summary of the process:

What needs to happen in Step 2	How
Share and agree information.	Having prepared the information and put it under the headings of the Preparing for Adulthood review.
Develop outcomes by starting with aspirations.	Working with the group to think about outcomes for the next 1 – 3 years that will take the young person closer to their aspirations. These are described in terms of what the young person will be able to do or will have experienced in the context of the 4 Preparing for Adulthood outcomes
Check the outcomes before looking at provision options.	Using the following checklist, look at the outcomes and ensure that they: <ul style="list-style-type: none"> • Prepare the young person for adulthood by making it more likely that they can live independently, have friends, be part of their community life and have paid work; • Address the young person's needs; • Help change what is not working; • Take the young person closer to their aspirations.
Look at options for provision and agree provision to meet each outcome.	For each outcome think about the provision that can deliver this, based on the local offer .
Add the detail, who is going to do what by when to deliver the provision and to get to targets.	Once the provision is identified, think about relevant targets that take the young person closer to achieving their outcomes. Develop specific, measurable actions that have a name and date.
Decide what else needs to happen to get to the final EHC plan .	Identify next steps for the EHC plan to be agreed, and a timescale for this.
Collect the data required for Working Together for Change.	Ask the young person what the top 2 items under 'working, not working' and 'important in the future' headings are. Record these on a form for Working Together for Change (see below).

Here is a graphic that summarises the process of the Preparing for Adulthood Review

The Preparing for Adulthood Review Process



7.1 Develop outcomes by starting with aspirations

The outcomes are developed by starting with the young person's aspirations, and asking what they would need to do, have experienced or achieved towards them in the next 1 – 3 years. **It is very important to start with aspirations and not needs.** You will check that needs are addressed as you check the outcomes.

The outcome is framed as what the young person will experience, not the provision to get there, and this is done in the context of the 4 Preparing for Adulthood outcomes. **This is a major difference between Statements and EHC plans.**

There may be an outcome around each of the 4 Preparing for Adulthood areas, or they may be merged together.

In general outcomes can be articulated jointly across education, health and social care. However, for a young person over 17 the outcomes relating to education and training need to be set out separately from health and care outcomes.

For more information on developing outcomes and some examples visit our website www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review

Look at options for provision and agree provision to meet each outcome

It is important to understand what helps all people achieve employment, independent living, community participation and good health and what is available locally through the **local offer**. Pathfinders have used the 'Pathways to Getting a Life' (www.preparingforadulthood.org.uk/resources/wider-resources/pathways-to-getting-a-life-transition-planning-for-full-lives) to identify key things that need to happen to increase life outcomes of young people with learning difficulties and disabilities. This approach and other information on evidence-based provision is key to planning effective support. Where the provision needed is not available through the **local offer** the plan co-ordinator and post-16 commissioner should talk to post-16 providers about what can be developed, and ensure this information informs future commissioning. Personal budgets provide opportunities for developing creative, personalised post-16 options.

Add the detail (who is going to do what by when) to deliver the provision and to get to targets

Provision must be described in ways that are clear about what is to be provided, by whom and when. Placements are not to be recommended by those providing advice, this is a decision made by the local authority in partnership with the young person and their parents.

This is the accountability section and again, may feel different to traditional Statements.

Decide what else needs to happen next to get to the final EHC plan.

This section will go through the drafting, consultation and sign off process for the plan. At the Preparing for Adulthood review the 'how best to support me' section will not be part of the **EHC plan**, but is vital to record for everyone supporting the young person. This information is especially helpful when supporting young people to move from one setting to another.

Collect the data required for Working Together for Change

This is where the group decides and records the top two issues that are not working, the top two that are working and the young person's top two aspirations. A description of Working Together for Change is linked to from section 11.

Another way to develop **EHC plans**, using the same format, is through approaches such as Planning Live. This is where several young people, families, school staff, professionals and local providers come together over two days to develop robust **EHC plans**.

Planning Live in Manchester

Manchester delivered a successful Planning Live event at Lancasterian School with a group of young people and their families, and professionals. The first step was for the participants to have 1:1 sessions with professionals trained in person-centred practices and to work through person-centred thinking tools including “what is working and not working” in my life now, my relationship circle and “my perfect week”. They came up with some very clear statements about what would be important to them in the future and what they needed to find out to help them with decision making. All of the young people were supported to create a video of their aspirations for the future. There were really powerful clips of them expressing their aspirations for the future that were shown at the Planning Live event.

The next step was for parents and students to meet with a host of “local providers” including short breaks, social care, transport, and colleges, to enable them to understand the **local offer** better. The providers listened to the students’ and their families’ aspirations and discussed how they might be able to deliver provision and support to meet the aspirations expressed. Finally individual students and their families worked with professionals to use all the information gathered to formulate a person-centred, outcome focused plan, the basis of their **EHC plan**, that included outcomes to move the young person towards the future they wanted.

The outcomes of this day were collated on a poster board and used to inform commissioners at a later Working Together for Change event. This enabled everyone to see what young people and their families aspired to achieve in the future across all aspects of their life – employment, independent living, health and community participation.

Feedback from families was very positive. They reported that they felt better supported and that they were partners in the transition process rather than “bystanders.” Some families felt that by having the opportunity to speak to other families they had been able to consider things they wouldn’t have necessarily thought about. They also felt that being able to share their own experiences with other families was ‘empowering.’ Young people said they felt listened to and able to give their perspective on their own futures.

Lancasterian have decided to continue to use ‘Planning Live’ with their future young people. They are now embedding the person-centred thinking tools into their curriculum with a focus on Preparing for Adulthood reviews, particularly from Year 9 onwards. They found that the conversations that the tools generated have led to everyone planning for outcomes that are linked to young people’s aspirations. The colleague who led their previous reviews has attended person-centred review training, offered through the Pathfinder, to ensure that person-centred practices flow through the whole of their school planning and reviewing with young people and their families

8. Step 3 – Consulting on and signing off the EHC Plan

The consensus building that takes place during the Preparing for Adulthood review should ensure that the consultation process goes smoothly.

What needs to happen in Step 3	How
The suggested provision to meet the outcomes needs to be consulted on and finalised by the family, and clearly costed if the young person is using a personal budget.	The final draft is developed by the plan co-ordinator from the information and decisions made at the Preparing for Adulthood review. This is sent to the family for comments.
The EHC plan is then completed and agreed.	The EHC plan will be agreed by statutory assessment team or SEN team.
Copies are sent to the young person, family and relevant people as agreed in the plan.	The plan co-ordinator makes sure all the relevant people have a copy.

In Hertfordshire Step 3 has 2 parts

1. Agreeing the **EHC plan** (weeks 5-8)
2. Finalising the **EHC plan** (weeks 8-14)

Agreeing the EHC plan (weeks 5-8)

- After the Preparing for Adulthood review has taken place the school/college and EHC plan co-ordinator liaise to prepare the final plan based on the information gathered at the review.
- The co-ordinator sends a copy of the draft plan to the family, who then have the opportunity to make any final comments and say what educational setting they would prefer to be named. The family has 15 days to respond with any comments.
- It is at this stage that the family is formally asked if they would like a personal budget. The co-ordinator can signpost the family to information and support available to help them to discuss this further and to help them to decide.
- If the family has requested a change of school placement, Hertfordshire considers the request and consults with the school preferred by the family and other schools/settings if appropriate. Schools/settings have 15 days to respond to the consultation.

Finalising the EHC Plan (weeks 8 -14)

During this stage Hertfordshire issues the final EHC plan, which is sent out to:

- the young person and their family;
- the governing body, proprietor or principal of any school, college or provision named in the plan;
- all of the professionals who have contributed to the plan, so they are clear about what their services have agreed to deliver;
- social care providers (if involved) and the contact identified by the Clinical Commissioning Group.

Families are advised on how they can seek support if they remain concerned about the provision. The starting point is to tell their co-ordinator or other agencies of their concerns; this could include contacting the Information, Advice and Support Service or Youth Connexion.

The family can ask the education setting for a meeting to implement the plan.

Families will be signposted to the appropriate agency if they wish to seek mediation/independent advice or take up their right to appeal to the tribunal.

9. Developing a workforce that can deliver person-centred outcome focused EHC plans

The implications for workforce development are significant, as the **SEND reforms** represent a change not just in process but also in thinking about outcomes, co-production, and what it takes to support young people to move into adulthood with ordinary lives. For more information on what plan co-ordinators, professionals, schools, colleges and other post-16 providers need to know and do you can download the full chapter here: www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review

This section also includes approaches that can help scale up change and transfer statements and **LDAs** to **EHC plans**. The term 'workforce' here means everyone who will be involved in transferring statements and **LDAs** into **EHC plans**, and this includes families. The workforce suggestions here would need to be embedded within the wider workforce strategies for health, education and social care.

10. Delivering good planning at scale

As part of the **SEND reforms** local authorities will set out how they plan to move to the new system. This plan must be developed with young people and their families. It will deal with the question of which groups will be prioritised for transferring from a statement or **LDA** to an **EHC plan**, what the local process is, and the role of different agencies.

Many of the **SEND pathfinders** have been developing their workforce to use person-centered practices when transferring to the new system. One of the problems they have experienced is how to do this at scale.

For more information on group approaches to planning download the full chapter here: www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review

11. Using information from plans to inform commissioning and provider development

In order to improve the outcomes of young people with **SEND** local areas need to use information from **EHC plans** and the work on the **Local Offer** to inform strategic commissioning and provider development. Joint commissioning across education, health, social care (housing and employment) provides an opportunity to ensure there is good support for the PfA outcomes for young people with **SEND**.

It can take time to change commissioning practice and develop the skills and behaviours of the workforce. Local areas should be exploring how they can use information about the aspirations, outcomes and needs of young people in Year 9 and above to forecast the type of post-16 provision and support they need in the future to ensure young people with **SEND** achieve employment, independent living, community inclusion and good health and wellbeing.

For more information go to www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review

12. Appendix 1

Appendix 1

Summary of the person-centred thinking tools that can be used in developing EHC plans and within schools and colleges

Person-centred thinking tool	Summary
Appreciation	<p>This person-centred thinking tool involves listing all the young person's positive characteristics, gifts and capacities by learning what others like, admire or value about them. This informs their One-Page Profile, can be used in person-centred reviews, and helps us to think about how they can use their gifts every day to make a positive contribution and benefit others in the school, college or community.</p>
One-page profile	<ul style="list-style-type: none"> ● What people like and admire about the young person ● What is important to them ● How best to support them <p>These profiles are a way of getting started with person-centred practices by gathering specific information about individuals that can inform the foundation of personalised school and college support. One-Page profiles can be used to record information about what is important to young people in a particular setting, such as in school, college or the community. It is important to remember that this approach isn't only about delivering what is important to the young person; we all have a balance in our lives of what is important TO us (being happy, content and fulfilled) and what is important FOR us (being healthy, safe, valued and having every opportunity to learn). In working with young people we are looking to discover what support they need to have in order to balances what is important TO and important FOR them at home and at school or college.</p>
Communication Charts - How the young person communicates with us	<p>Communication charts are a simple but powerful way to record how someone communicates through their actions as well as their words. We all communicate in a variety of ways. This chart gives an opportunity to describe these ways of communicating and how others should respond.</p>
Communication Chart - How we communicate with the young person	<p>Communication charts can also record how we can communicate effectively with the young person.</p>

History map	This involves describing the young person's history and key milestones.
Aspirations	Thinking about hopes and dreams, particularly in the context of the four Preparing for Adulthood outcomes.
Learning Log	<p>A Learning Log is a simple way to record learning and information about a young person, to continuously improve how we deliver personalised learning and support. It can replace other daily records, and can be used to structure home-school/college books.</p> <p>Learning Logs help us think about what needs to stay the same and what needs to change to support the young person in different situations. It can be used in a formative way, helping people understand how best to support the young person on a day-to-day basis and therefore to enhance their effective learning opportunities and optimise progress. Learning Logs can also be used in a summative way, helping people put all the information together on a new One-Page Profile or to help review a current one.</p>
Good Day/ Bad Day	This involves gathering information about what makes a good day and what makes a bad day for each young person. Then, by asking specific questions, we can use this information to begin to understand what is important to them and learn how best to support them.
Four plus One questions	<p>This tool is a way of reflecting on what has been happening and what has been learned in relation to any situation. It first asks four questions:</p> <ol style="list-style-type: none"> 1. What have we tried? 2. What have we learned? 3. What are we pleased about? 4. What are we concerned about? <p>It offers an opportunity to acknowledge what has been working well but also gives participants in the discussion a way to share their worries about any issue. Following reflection, the next question is:</p> <ol style="list-style-type: none"> 5. Given what we know now, what next? <p>This last question then forms the basis of action planning.</p>

<p>Working/ not working from different perspectives</p>	<p>This can be used in different ways to identify where things are working well and where things need to be different (not working) by looking at an issue from different perspectives. It can include the views of a number of people while remembering that the young person is at the centre. It gives us:</p> <ul style="list-style-type: none"> ● A snapshot of how things are now. ● An opportunity to acknowledge what is working well. ● A clear way of highlighting what needs to be different, to build into actions. <p>It is part of person-centred reviews and the Preparing for Adulthood review.</p>
<p>Relationship Circle</p>	<p>This person-centred thinking tool is a visual summary of who is important in the young person's life. It is a way of understanding the number, spread and depth of their relationships and to then think about how to strengthen existing relationships and develop new ones. The information about who is important can then be added to the One-Page Profile. It can use photos or draw the people in their life. It can be represented as circles or as a map.</p>
<p>Decision-Making</p>	<p>This person-centred thinking tool creates a clear picture of how young people make decisions, the range of decisions they make, and what information and support they need in decision-making. This person-centred thinking tool has two parts – the decision-making profile, which shares the pupil's preferences in decision-making, and the decision-making agreement, which specifies the important decisions and how the young person wants to be supported with them.</p>
<p>Community Contributions</p>	<p>This person-centred thinking tool is a way to map out how connected young people are within their local community and the nature of their connection. This provides an opportunity to look at where the person spends their time (outside their home) and explore whether they are simply present, or participating, connecting and contributing.</p>
<p>Roles and Responsibilities (The Doughnut)</p>	<p>The doughnut is a tool that helps people understand not only what they must do (core responsibilities) but also where they can try things using their own judgment and creativity. It also identifies what is not their responsibility. It is often known as the Doughnut because it is a visual tool with an inner ring, where core responsibilities are recorded, a second ring showing where people can use their judgment and be creative, and an outer ring which reflects areas that are not the person's responsibility.</p>

Matching	<p>This is a structured way of thinking about the best matches for the young person with other people – for example other young people or support staff. It works across four areas; support needed, skills wanted and needed, personality characteristics and shared common interests.</p>
Person-centred Reviews	<p>Person-centred reviews were initially developed in education to transform Year 9 transition reviews, as a way of ensuring that the young person was at the centre. The annual review process is a way of learning what is important to and for the young person, together with the people who are important in a their life. The focus of the review is on creating action plans. It is now widely used across all ages of education. The information from person-centred reviews can be aggregated to inform school development plans through a process called Working Together for Change. The review looks at:</p> <ul style="list-style-type: none"> • What we appreciate/like and admire about the young person. • What is important to them now? • What is important to them for the future? • What do we need to know or do to support them? • Questions to answer/issues we are struggling with. • What is working and not working from different perspectives. • Action plan. <p>The review thus brings together the information from all the other person-centred tools. The review process includes the young person and their family.</p> <p>The Preparing for Adulthood review is built on this foundation and differs in four ways:</p> <ol style="list-style-type: none"> 1. The working and not working section focuses on the four Preparing for Adulthood outcome areas, as well as anything else that is working or not working from different perspectives. 2. Developing outcomes starts with aspirations. 3. As well as developing clear outcomes, the process includes thinking about provision and targets. 4. There is a process for checking that the outcomes move the young person closer to their aspirations.

Appendix 2

Excellence in Developing Education, Health and Care Plans Education, Health and Care Plans in Manchester

This is the summary of each heading in the Education, Health and Care Plan, with issues to consider in relation to this. Practitioners and a parent representative in Manchester developed an earlier version of this document, based on the CDC draft checklist, and this is now being tested further with their health and social care staff.

This version is a revision of the original based on the A-K sections of the Education, Health and Care Plan. www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review/appendices

Appendix 3

The EHC Outcomes Pyramid www.councilfordisabledchildren.org.uk/resources/cdcs-resources/ehc-outcomes-pyramid

The Council for Disabled Children has developed a tool to help professionals and parents identify outcomes for children and young people with special educational needs.

It is based on a piece of work carried out as part of the CHUMS research study into health outcomes, led by researchers from the Peninsula Cerebra Research Unit. CDC spoke with over 100 children, young people and parents about the outcomes that mattered to them and found that they could be visualised as a hierarchy and the EHC outcomes pyramid was developed as a tool to help bring that process to life

Appendix 4

Delivering support and aspiration for disabled young people aged 14-25 www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration

This publication sets out the learning from the Preparing for Adulthood programme and is a guide for all local areas in implementing the **SEND reforms**.

Appendix 5

Pathfinder Information Packs, Mott Macdonald www.sendpathfinder.co.uk/infopacks/pb/

Personal budgets should be seen as an integral part of the coordinated assessment and EHC planning process. Pathfinder learning has demonstrated that a personal budget is one of a number of ways to achieve increased personalisation of services for children and young people.

Version 5 (October 2014) of the Personal Budgets information pack has been updated to include useful top tips for implementation and draws together a number of helpful resources and case study learning from the pathfinder programme to support local areas in implementing personal budgets as part of the **SEND reforms**. Version 3 published in December 2013 and version 4 published in April 2014 is also available.

Appendix 6

Person-centred Reviews - Valuing People Now 2009

www.helensandersonassociates.co.uk/media/40405/valuingpeoplenow.pdf

Person-centred planning, advocacy and direct payments to give people more choice and control in their lives were at the heart of the original valuing people. When done properly, person centred approaches, support planning and personal budgets can make a significant difference in people's lives.

Appendix 7

Person-centred Reviews – Helen Sanderson Associates

www.helensandersonassociates.co.uk/reading-room/how/person-centred-reviews.aspx

A person centred review uses person centred thinking tools to explore what is happening from the person and other peoples perspectives, and to agree actions for change.

Appendix 8

Pathways to Getting a Life www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf

This document sets out the best of what we know about how to help young people to have the lives they really want. It is based on the transition work undertaken by Valuing People Now, and on the work carried out by the Getting a Life demonstration sites.

Appendix 9

Personalising education www.personalisingeducation.org/

Personalising education is based on person-centred practices. These are a range of practical person-centred thinking tools and practices that are used with pupils, teachers, parents and governors to create a person-centred and personalised culture.

Appendix 10

Finished at School programme – Ambitious About Autism

www.ambitiousaboutautism.org.uk/page/what_we_do/campaigning_change/fasprogramme.cfm

The Finished at School programme aims to develop new and innovative models of support to enable young people with autism, including those with complex autism, to access education beyond school, particularly in general further education colleges.

Glossary of Terms www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review/appendices

For more information about the terms highlighted in purple throughout this document please download our Glossary of Terms.

Glossary of terms

Compulsory school age The end of compulsory school age is the end of the academic year in which a young person turns 16.

EHC Needs Assessment The legal definition of an EHC needs assessment is contained in Section 36 (2) of the Children and Families Act 2014: (2) An “EHC needs assessment” is an assessment of the educational, health care and social care needs of a child or young person.”

EHC Plans/ EHC Plan The statutory 0-25 education, health and care plan introduced by the Children and Families Act 2014 which will replace Statements of SEN and Learning Difficulty Assessments.

LDA/ LDAs Learning Difficulty Assessments under section 139A of the Learning and Skills Act 2000.

Local Offer sets out in one place information about provision the local authority expects to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those without an EHC plan.

SEND Code of Practice This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England.

SEND Pathfinder programme The SEND pathfinder programme, which was followed by the SEND pathfinder champion programme (from September 2013), are a number of local authorities who have been trialling the SEND reforms and providing support to local areas. www.sendpathfinder.co.uk

SEND reforms Part 3 of The Children and Families Act 2014.

Transfer review An EHC Needs Assessment for a young person transferring from a Statement of SEN to an EHC plan.

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If you have any questions about the Preparing for Adulthood programme please contact us:

Phone: 0207 843 6348

Email: info@preparingforadulthood.org.uk

Web: www.preparingforadulthood.org.uk

Twitter: www.twitter.com/PfA_tweets

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