Preparing for Adulthood: challenges & opportunities

2020 Vision Conference Northamptonshire County Council
March 2017
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SEND Consultancy
Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

Employment

Independent living

Community Inclusion

Health

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

Social + Physical + Personal + Financial = Toolkit

Preparing for Adulthood
Preparing for adulthood

• Planning for Aspirations, Outcomes and Good Futures
A good person-centred conversation explores the following:

• What do people like and admire about you?
• Who are the important people in your life?
• What is important to you – now and in the future?
• What is important for you – now and in the future?
• What is working well?
• and not so well in your life at the moment?
• What support and help do you need?
• Who is going to do what and by when?
Employment

**Aspiration**
To get a paid job when I leave education

**Outcome(s)**

- By September 2017 I will have had 4 meaningful work experiences in a range of community based settings so that I have an understanding of different type of job roles

- By Sept 2016 I will have a vocational profile that clearly sets out what I’m good at, what type of employers need my abilities and what support I need to get a paid job when I leave education

- In 12 months time I will be able to travel independently around my local community by either walking, using the bus or the train.

- By Sept 2017 I will have a way of making myself understood in the workplace by work colleagues
DEVELOPING FRIENDS, RELATIONSHIPS & COMMUNITY

YEAR 9
- Person-centred transition plan
- Set up a Circle of Friends: include best friend & other people from the neighbourhood or school

YEAR 10
- Person-centred transition plan & support plan
- What is important to me about friends and having a social life now? Is the future?

YEAR 11
- Person-centred transition plan & support plan
- Do a PATH with your Circle of Friends?

POST 16
- I have some close friends. I know lots of people. I am part of a social group.

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

I meet friends regularly.

Direct Payments / Personal Budgets

Support this

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

THINGS THAT NEED TO BE IN PLACE & QUESTIONS TO ANSWER (STRATEGY):
- Are youth parliament/councils include young people with learning disabilities?
- What reasonable adjustments do the youth services in order to include young people with learning disabilities & are welcomed/actively included & opportunities for social inclusion?
- Does the local system support Circle of Friends & Support a year mentoring?
- Are special/mainstream schools working together to promote inclusion?
Friends, relationships and community
Community Participation

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

• Outcomes
  • By the end of year 12, will be going out with my friends at least twice a week. We will going to the gym, swimming, walking, going to the cinema, music events or a club.

  • By September 2015, I will have a volunteer circle of support who meet 4 times a year and regularly help me to live my life and implement my person-centred plan
TRANSITION PLANNING FOR GOOD HEALTH

YEAR 9
- Person-centred transition plan
  - Health plan
    - Who will co-ordinate this?
    - Does this plan bring all my healthcare needs together in one place?
    - Begin engaging with mainstream services
    - Develop a communication passport to help new healthcare providers understand my needs and communicate with me
    - Arrange for me to have all the equipment I need when I leave school
    - Will my current staff transfer with me?

YEAR 10
- Review
  - Person-centred transition plan
  - Health plan

YEAR 11
- Review
  - Person-centred transition plan
  - Health plan

POST 16
- I am in control of the support I need to be healthy.
- I get a health check every year (this builds on my health plan).
- I know how to keep healthy.
- Professionals who support me talk to each other across services.
- People know how to communicate with me.

ACCESSIBLE INFORMATION ABOUT
- how does the local system work?
- How will the local system work?
- Support partnership with adult mental health services to ensure consistent, high-quality support.
- Is the local health service ready to take on the responsibility for young people?
- How are CYP able to get to know these young people before they are discharged?
- Does the ICT collect data on disabled children’s health outcomes?
- Does the ICT provide CYP with a training and development programme?
- How are CYP able to get to know young people with special educational needs?
- How are CYP able to get to know young people?
- Does the local health service enable people to develop person-centred plans?
- Does the local health service have a strategy to communicate with young people?
Good Health
Good Health

• Aspiration
  • To be as fit and healthy as I can be

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

• **Aspiration**
  - To live in my own home

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Employment / HE</th>
<th>Independent Living</th>
<th>Community Participation</th>
<th>Good Health</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
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<td>Local Offer, building independence and resilience, Education, Health and Care Plans</td>
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<td><strong>Early Years</strong></td>
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<td>0 – 4 years</td>
<td>following instructions - consider any specifics around sensory impairment</td>
<td>feeding and drinking</td>
<td>making friends</td>
<td>checks at births (hearing etc)</td>
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<td></td>
<td>adapting to new environments</td>
<td>toileting</td>
<td>social interaction</td>
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<td></td>
<td>playing with other children</td>
<td>real world play (kitchens, DIY, cleaning)</td>
<td>visits / day trips</td>
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<td></td>
<td>real world play (builder / nurse / doctor)</td>
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<td></td>
<td>what do you want to be when you grow up?</td>
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Speech and language therapy (SLT), occupational therapy (OT), Physiotherapy, health visitor, parents, Portage, community nurse, community/disabled groups, toddler groups, GPs/paediatricians, social workers/respite care, early years professionals, use of personal budgets as appropriate.

<table>
<thead>
<tr>
<th>Provision</th>
<th>universal and targeted</th>
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<tr>
<th>Outcome</th>
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<td><strong>Primary</strong></td>
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<td>Reception - Y2</td>
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<td>5 - 7 year olds</td>
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<td>Key stage 1</td>
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<tr>
<td>Provision</td>
<td>As above plus: Teachers / TAs / support staff, school nurse, Dentist Organised clubs e.g. Brownies / Cubs (universal services)</td>
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| **Primary** | □ talk about different careers and education options  
□ start to build a personal profile of interests and ambitions  
□ school sessions from visitors on their careers  
□ cooking at school and home  
□ shopping  
□ transport / road signs  
□ sleep-overs and residential trips  
□ understanding money  
□ moving around the school independently  
□ friendships  
□ walking short distances alone  
□ key Stage 2  
□ learning to be safe on and offline  
□ knowing the local area  
□ managing minor health needs eg asthma  
□ immunisation BCG |
<p>| <strong>Y3 - Y6</strong> | |
| <strong>8 - 11 year olds</strong> | |
| <strong>Key Stage 2</strong> | |
| <strong>Y7 - Y11</strong> | |</p>
<table>
<thead>
<tr>
<th>Provision</th>
<th>Secondary Y7 – Y9 12 - 14 year olds KS3</th>
<th>travel training</th>
<th>making decisions about how to spend free time</th>
<th>making decisions about what to spend money on</th>
<th>social media</th>
<th>online gaming</th>
<th>staying safe online</th>
<th>belonging to different groups</th>
<th>friendships and relationships</th>
<th>puberty</th>
<th>sex education</th>
<th>immunisation - tetanus</th>
<th>managing more complex health needs</th>
<th>understanding what the GP can help you with</th>
<th>annual health check with GP if registered</th>
<th>Learning Disability</th>
<th>mental health and wellbeing</th>
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<td>subject option choices - thinking about university and college, picking the right subjects for future career goals</td>
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<td>structured careers advisory sessions</td>
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<td>work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</td>
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<td>continue to build personal profile - use in careers sessions</td>
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We are our children's’ ultimate role models

Parents are the ultimate role models for children. Every word, movement and action has an effect. No other person or outside force has a greater influence on a child than the parent.

What can we do to influence better outcomes for our children and young people?

What do we need support with?

How might we need to change and adapt?
Family hopes and aspirations for SEND

- My background
- Lived with SEND since childhood
- Parent of young man with SEND
- Life partner has ASC
- A parent who loves my children’s differences and uniqueness
- Ambitious to enable strength, resilience and independence in world without us
- I am the parent of three children
A good friend of mine told me, “You can make more friends in two months by becoming interested in people than you can in two years by trying to get people interested in you.”
How is it for us?

• Often know more about our child’s difficulties than any individual professional involved in supporting them because we devote hours to researching all available information
• We often know what works and what does not
• Worry about the lack of social opportunities for our child
• Worry about the impact on relationships
• Worry about the impact on siblings
• Have fears about the future
• Experience criticism by our own extended family for not being able to better manage the behaviour of our child with additional needs
• Feel very isolated and despite information that maybe available, still end up feeling as if our struggles are unique and represents our failure as parents.
• Be exhausted, tired, lacking energy, ideas, resource
• Worry about the future....
But most of all......it is the quality of relationships I have with others determines successful outcomes for my child and my family
Harry

• 15 years, Yr 11, mainstream school
• 12 GCSEs reduced to 10
• Rugby player, mountain bike enduro racer, gym enthusiast, swimmer, archer
• Plans to live with his parents until the age of 37!!
• Dislikes school intensely
• X 2 fixed term exclusions
• AS, non verbal LDs, short-term memory difficulties, mental health issues
• Ambition to run his own business
• Securing an electrical apprenticeship
• Planning for part-time college Sept 17
• EHCP
What about parents?

• Legislative change promotes and strengthens independence for our YP
• However, this may feel for some parents like a loss of control?
• The challenge is for us as parents is promoting independence in our children whilst maintaining our key role as advocates for them
• This requires confidence in a person-centred system as we prepare our YP for adulthood
What can we do?

• Help the young person prepare by talking through their hopes and plans for the future
• Find out about any opportunities for Work Experience
• Find out more about your local college and any link courses
• Help the young person prepare for greater independence and moving to a new environment.
• Can they handle money, travel independently?
What can we do now?

What others like and admire about me

- I am really passionate about rugby
- I know a lot about premiership and international rugby
- I am polite
- Good sense of humour
- I love my family

What’s important to me

- My family
- Playing on my X Box
- Food, especially Chinese Chicken
- Going to the gym for a swim
- Rugby training
- Not getting too stressed
- Passing my GCSEs
- Getting an apprenticeship
- Getting a job and earning money
How best to support me

• Help me to be more organised especially in the mornings
• Try keep noise levels low and if they increase then reassure me and remind me to put my headphones in
• If I get the blame for something I haven't done, let me have my chance to say what has happened
• Remind me to stay calm and take my time so I can think about what I am doing when I get in a rush
• Remind me to use the techniques which work in managing my anxiety and do them with me at times of high stress
• Help to understand and learn about applying for an apprenticeship
• Help to get some work experience with an electrical contractor
• Help me to get a job now I am 15, to earn money
• Help me to manage my own money so I can seriously save for the future
• Help to use my personal fitness to acquire more qualifications
• Help me to acquire the qualifications I need to secure an apprenticeship
Using person centred approaches to plan for the future

• This is Harry’s current plan.
• Does it work?
• What difference is it making to him and his life?
• To our life as a family
• What changes are needed as we move forward?
• How is it improving outcomes for him?
• What next?
Person centred approaches

Why is this needed:

The main difference between parents, patients and professionals is one of power. Professionals act within a system, backed up by laws, regulation, colleagues, and resources, training, status, clerical support, large offices, long words and emotional distance. Parents only have their love for their child, and their desire that that child should be given the best possible chance to have a good life. How is partnership possible in such an unequal state of affairs? It is only possible if everyone involved is willing to examine the values and beliefs that lie behind all our actions.'

Micheline Mason, Disabled Parents Rights Campaigner
All Choice, No Responsibility
What is important to a person includes only what people are “saying”:

- with their words
- with their behaviour

Where what people say is different from what they do the bias is to rely on behaviour
Health and Safety Dictates Lifestyle
What is important for people includes only those things that we need to keep in mind for people regarding—

• Issues of health or safety
• What others see as important to help the person be valued members of their communities
Balance

Important to

Important for
Good Day / Bad Day

Explores what makes a good day and a bad day. Enables people to make change to help them have more good days.
It is a work day, start with getting up, end with going to bed. Write down a composite of all the good moments you have had on a work day and all of the bad moments.
Then using the “guess, ask, write” process, add to the what is important list. As you add each item, ask “Is there something that other people need to know or do to support you with that?”

<table>
<thead>
<tr>
<th>Good Day/Bad Day</th>
<th>Important to</th>
<th>What other people need to know or do</th>
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Working / Not Working
Working / Not Working
USE THIS INFORMATION TO BUILD THE AGENDA OF THINGS THAT ARE TO STAY THE SAME

USE THIS INFORMATION TO BUILD THE AGENDA FOR THINGS THAT NEED TO CHANGE

FROM OUR PERSPECTIVE

FROM THE PERSON’S PERSPECTIVE

What makes sense
The “up” side
What is working right now

What does NOT make sense
The “down” side
What is NOT working right now

Disagreements
What next?

- Reduced timetable
- Dropped 2 GCSE courses
- Greater opportunity to teach study skills
- Greater opportunity to provide learning support in focused areas of curriculum
- Building resilience to manage exam anxieties
- Additional GCSE Sports Studies activity
- Sports Leadership opportunity
What next?
We can do this!

• With support, aspirations for our children and young people can be realised
• We must not do this alone, draw on the support that is available
• Challenge when it is not apparent
• Think person – centred, stay person centred!
• Be ambitious AND create your 20:20 VISION for SEND
Thank you