



Special Educational Needs and Disabilities (SEND)

Preparing for Adulthood Year 10 Best Practice Guide Checklist

First edition – July 2019

Please send any comments to bs.pcf@kirklees.gov.uk

Who is it for?

This best practice guide is a checklist for professionals supporting young people, and their parents, to plan and prepare for adulthood.

Why has it been developed?

To help ensure professionals, young people and parents have the right information at the right time to make informed decisions and help all parties prepare and plan effectively for adulthood.

When does preparing for adulthood start?

Planning will formally start in year 9, there is a lot to start to think about. Year 10 and 11 focus on developing future plans and monitoring progress. From 16 years of age choices and decisions need to be made.

Who should be involved?

SENACT named Officer

Calderdale & Kirklees Careers

Social Worker (if involved)

Other key professionals actively involved in the person's life

Child/young person

Parent

School

Year 10

EHC Review Meeting

All the themes and actions below run alongside and inform or are informed by the annual review meeting, enabling a focus on preparing for adulthood at the review meeting.

Outcomes need identifying that enable the child/young person to move towards education goals and aspirations in adulthood.

Ensure the meeting captures all the information, outcomes and actions that enable the child/young person to move towards being as independent and possible and being able to participate in society.

Discuss any healthcare and social care needs.

All professionals who are involved in supporting the child/young person should attend the review meeting and or provide advice to support the setting of outcomes and planning provision.

| Education and employment – views and aspirations | | ✓ |
|---|---|---|
| 1. | Add to and refine the child’s personal profile which should have an increased focus on goals and aspirations in relation to PFA, including education and employment. Use person centred planning tools to support this, for example, PATH. Allow time to gather the child’s views, especially where they use alternative communication. | |
| 2. | Raise aspirations for life, increase motivation and challenge stereotypes by: | |
| | 2a. sharing information about what is available locally—support the child and their parents/carers to attend the Kirklees Local Offer Live event (held annually); | |
| | 2b. arranging presentations from young people who have paid jobs and full lives; | |
| | 2c. supporting children and young people to look at positive stories about young people achieving good outcomes. | |
| 3. | Explore different career options through exploration of Key Stage 4 options. | |
| 4. | Consider work experience/part time jobs/volunteering linked to goals and aspirations. Encourage attendance at a range of taster sessions and enterprise activities. | |
| 5. | Encourage participation/leadership of clubs etc. that reflect their interest, more redefined approaches to exploring career options, for example, computer programs. | |
| Notes: | | |

| Being independent – views and aspirations | | ✓ |
|--|---|---|
| 1. | Add to and refine the personal profile by: | |
| | Identifying what being independent means to the child, for example – living in their own home, ability to access the community independently, making a drink, being supported to make a choice. | |
| | Identifying the child’s long term aspirations in adulthood, where they would like to be in 10 years’ time, for example having a job, in a relationship. | |
| | Identifying the current life skills and abilities, for example, managing money, having a bank account, welfare benefits; | |
| | Identifying gaps or skills that need to be developed to achieve long term aspirations; | |
| | Discussing how the gaps/skills will be developed over time; | |
| | Helping the child to understand the choices and options available, via the wider community offer and the assessed offer of support; | |
| | Enabling the child to make their own decisions and understand what support is available to help them to be independent. | |
| | If the child or young person is likely to need support with any of the above the parent or young person should contact the community enablement team, my life team. | |
| Notes: | | |

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| Being as healthy as possible – views and aspirations | | ✓ |
| 1. | Discuss what being as healthy as possible means to the young person and families, for example pain management, how to maintain and develop good health, maintaining and improving mobility | |
| 2. | Discuss current healthcare needs and provision. Discuss how and when the young person will move from children’s health services to adult health provision (See transition planning section.) | |
| Notes: | | |

| Participating in society – views and aspirations | | ✓ |
|---|--|---|
| 1. | Add to and refine the personal profile including the child’s interests, hobbies, interests, sporting activities, and social groups. | |
| 2. | Help the child to make decisions, plans about how to spend free time. | |
| 3. | Ensure the child is aware of staying safe in the community and identify any concerns, for example, staying safe online, hate crime, mate crime, etc. | |
| 4. | Check ideas on how to maintain friendships when leaving school and creating opportunities to make new friends. | |
| 5. | Help the child to understand the choices and options available, providing the right information to enable them to make informed decisions. | |
| 6. | Enable the child to make their own decisions and understand what support is available to help them to be part of their community when they leave school. | |
| 7. | If the child or young person is likely to need support with any of the above the parent or young person should have a conversation with the community plus team for their locality – Huddersfield, Valleys, Dewsbury and Batley. | |
| Notes: | | |

| Information and advice | | ✓ |
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| 1. | Discuss post 16 education and employment options and address any issues raised with the careers advisor if necessary. | |
| 2. | Ensure all options are covered including, supported internships, apprenticeships, traineeships and job carving – See the learning, work and money sections of the Learning disability partnership board website | |
| 3. | C&K Careers assists with Work Experience placing when required and attends parents evening events | |
| 4. | Ensure the child and parents are aware that the “full time” college course is unlikely to be more than 3 days. | |
| 5. | Discuss and address any issues raised in terms of being independent and participating in society. | |

| Transition planning | | ✓ |
|----------------------------|---|---|
| 1. | Arrange college visits. Consider any transport or travel training needs the child might have in getting to college: plan how to meet these needs. | |
| 2. | Careers Adviser supports visits to colleges and other post 16 providers for young people and their parents / carers. | |
| 3. | Consider whether there are any mental capacity issues that need to be considered in the year ahead. | |
| 4. | Consider if reasonable adjustments are in place that may be required to ensure a smooth transition e.g. the assessment tasks for admission to college. | |
| 5. | Keep the personal profile up to date. | |
| 6. | Check if the parent visited their GP, who can help with the transition to adulthood. It is important the child and families get to know their GPs if they are not already. | |
| 7. | Check if the child went to their GP for an annual health check if they are on the learning disability register held at their GP. | |
| 8. | Check if the parent is aware of the Ready Steady Go programme, which provides a guide to help and support people to meet their health needs. | |
| 9. | Is the health professional who is the most appropriate to coordinate and communicate with the family and health professionals identified? | |
| 10. | Has the parent been informed by their paediatrician when their transfer of care will take place? Paediatricians will transfer at an appropriate age, normally from 16 years of age onwards. | |
| 11. | Discuss and agree actions around physical health, mental health and staying as healthy as possible and the responsibility of the child and family. | |
| 12. | When the EHC plan is reviewed ensure it captures all of the child's aspirations for the four themes of preparing for adulthood. | |