

# Preparing for Adulthood

## Year 9 Annual Review Guide



Preparing for  
*Adulthood*

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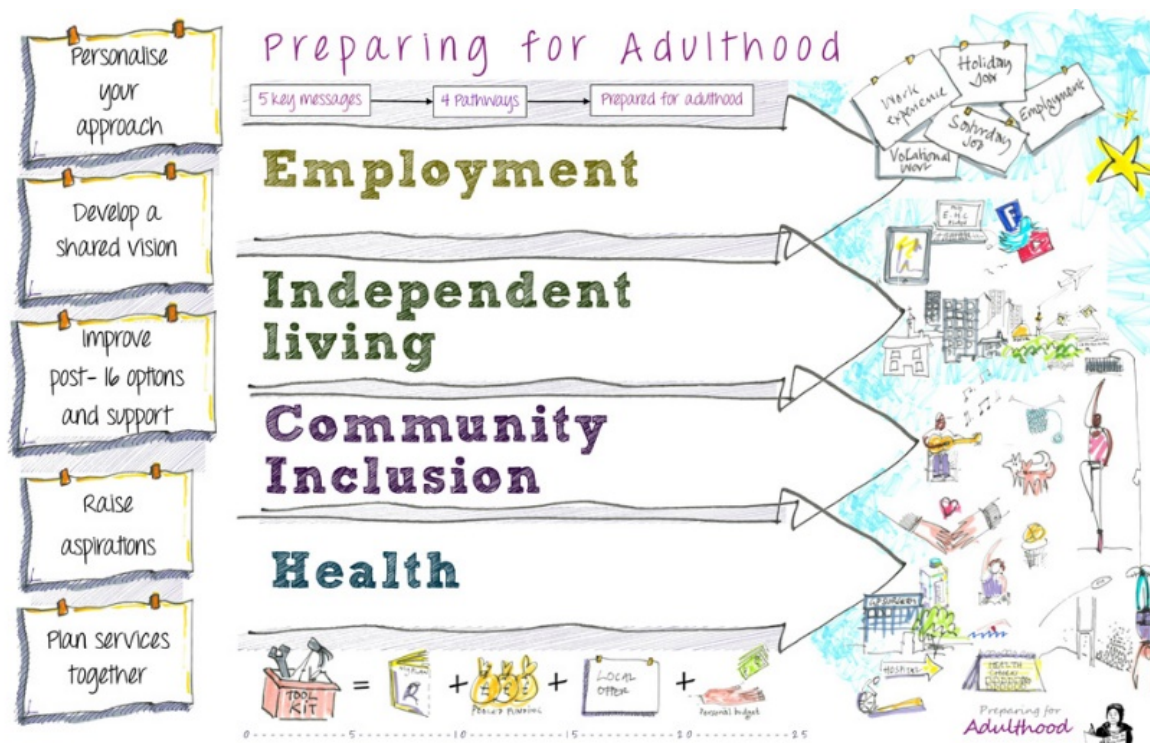
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# Introduction

In March 2018, the Department for Education asked the Preparing for Adulthood team to work with some local areas to explore the challenges presented by the extension of the SEND system to age 25, introduced by the Children and Families Act 2014.

The Preparing for Adulthood programme is firmly rooted in an evidence base of what works to support young people with special needs and disabilities to have good lives. The Preparing for Adulthood pathways were co-produced with 400 young people, their families and the people working with them across the education, health and care systems in twelve local areas. This work took place between 2008 and 2011 and was part of *Getting a Life*; a Cross Government (DfE, DH, DWP and Cabinet Office) programme. We are also informed by the evidence from the Valuing People and Valuing Employment Now strategies which included the Aspirations for Life programme, academic research and the real life experiences of the many local areas, families and young people that we have worked with over the last 9 years.



Young disabled people have made it clear that they want the same as all young people. For them, the most important things are to have friends to have a good time with, to have a career and to be seen as independent adults. It is also obvious that if planning for good health does not happen, none of the other things are possible.

These pathways became an important aspect of the Code of Practice 2015 and are referred to in each chapter. Chapter eight has a particular focus on the pathways and stresses the importance of Preparing for Adulthood from the earliest years.

If we are going to support young people into adulthood with good life outcomes it is important that we take their views seriously and support them to plan ahead. The Code of Practice provides us with a perfect opportunity by setting out what we must do at the year nine review. The evidence shows that most of the challenges identified by local areas could be addressed if proper transition planning happened from school year nine.

The area inspections of SEND services being carried out by Ofsted and the Care Quality Commission are highlighting that EHC plans are not yet fulfilling the role of supporting young people to prepare for adulthood. A summary of comments from inspection outcome letters are:

- Often plans do not include Preparing for Adulthood outcomes and provision
- A lack of joint commissioning and joint working are not good enough and is impacting on holistic planning and outcomes
- Plans are too education focused

The Preparing for Adulthood team has been working with 18 local areas across England to explore what some of the solutions to the challenges could be. Several of the areas we have worked with have been specifically looking at how planning can be more holistic, streamlined and outcomes focused. One of the conclusions of the work is that we must improve year 9 reviews. This document is designed to highlight the specific requirements set out in the Code of Practice regarding the year 9 review, particularly focussing on young people's voice, the pathways and Preparing for Adulthood outcomes.

#### **The Code of Practice says that:**

‘Being supported towards greater independence and employability can be life transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions’.

(7.37)

**And that** preparing for adulthood means preparing for:

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

(7.38)

## Joint Working

The Code of Practice promotes integrated working and planning for children and young people who receive social care support following a Child in Need assessment, for those who are looked after by the Local Authority and for young people who will receive support from adult social care following an assessment under the Care Act 2014. The Code says that:

- Reviews of social care plans should coincide with EHC annual reviews. This is clearly very important in year 9 so that the young person's plans for the future are coherent and supported holistically
- Social workers and SEN teams will need to work together to ensure transition is well managed
- As with EHC plan development in general, transition assessments for adult care and support must involve the young person and anyone else they want to involve in the assessment. They must also include the outcomes, views and wishes that matter to the young person – much of which will already be set out in their EHC plan. (8.60)
- For a young person with an EHC plan, the local authority should ensure that the transition to adult care and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision that is in place to help the young person prepare for adulthood

## The Year 9 Review

While the Code of Practice emphasises Preparing for Adulthood from the earliest years, there are very important, specific statutory requirements that must be covered at the year 9 review. Sections 8.9, 8.11, 9.150, 8.18 and 8.8 specify that:

### Planning & Outcomes

- There **must** be a focus on Preparing for Adulthood
- The discussions **must** centre on the young person
- The young person's aspirations and what they want to achieve **must** be explored
- The revised EHC plan **must** include outcomes that are ambitious, stretching and will prepare the young person for adulthood
- Outcomes should be ambitious and show how they will enable young people to make progress towards their aspirations
- Young people should have the support they need to fully participate in this planning and decision making

## Support

The year 9 review should also identify:

- the support the young person needs to achieve their aspirations
- what will need to be in their study programme from age 16 so that they can prepare for adult life
- how the young person wants their support to be delivered and the support they need to make more decisions for themselves

Some young people will need support from an independent skilled supporter to ensure their views are acknowledged and valued. They may need support in expressing their views about:

- Education
- The future they want in adult life
- How they prepare for adult life
- Health
- Where they live
- Their relationships
- Their finances
- Participation in the community
- How they will achieve greater autonomy and independence

## What Does This Mean In Practice?

In order to fulfil the statutory requirements outlined above, it is essential that the year 9 review meeting is person-centred. A very successful approach is for the facilitator to use the following questions to guide a collective conversation which everyone can contribute to:

- What do people like and admire about this young person?
- 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?

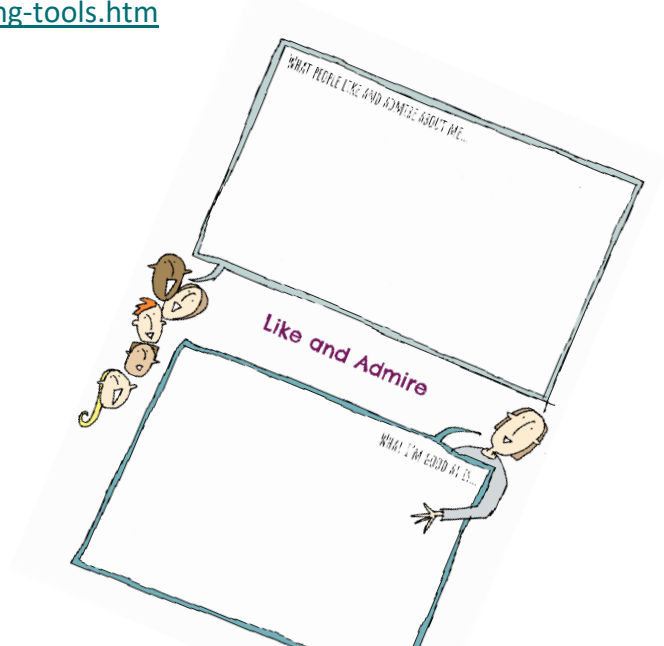
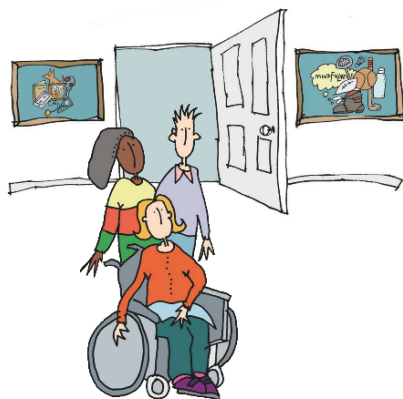
## Who Is Going to Do What & By When?

This conversation will result in information that will lead to developing outcomes that will take the young person towards their aspirations for life and identify the support they need. We have recently published a new suite of person-centred planning tools to support planning with children, young people and their families. Each of these tools is aimed at finding out what is important to and for the person and what support they need to achieve their outcomes and move towards their aspirations.

# Person-centred Planning Tools

<https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/introduction-to-person-centred-planning-tools.htm>

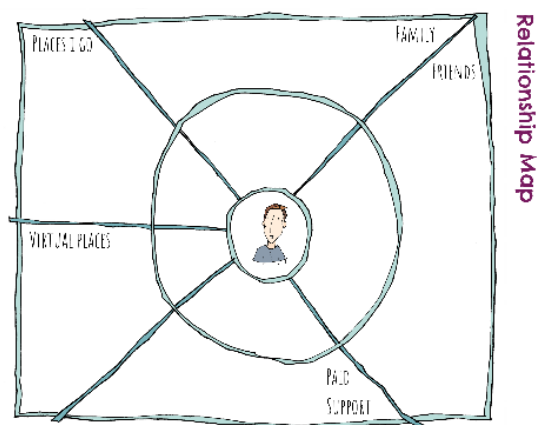
## Planning My Future Life



What's working?	What's not working?
<p>WHAT YOU ARE DOING WELL AT OR ENJOYING</p>	<p>WHAT YOU ARE FINDING DIFFICULT OR DON'T ENJOY</p>

What matters	Good support
<p>WHAT YOU CARE ABOUT</p>	<p>WHAT YOU NEED TO GET ON</p>

<p>EMPLOYMENT</p>	<p>MY OUTCOMES</p>	<p>HOUSING, RELATIONSHIPS AND COMMUNITY</p>
<p>INDEPENDENT LIVING</p>	<p>GOOD HEALTH AND WELLBEING</p>	



So, for example if the young person has the aspiration to have friends to do things with out of school, we can work out what is working well now and not so well in order to establish a baseline.

Examples of using this approach to develop outcomes are:

## Friends, Relationships & Community

### 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

### Outcome

- By April 2021, I will be going out with friends at least twice a week. We will be going to things like the gym, swimming, walking, going to the cinema, music events or a club

### Steps

- Identify the barriers to social relationships
- Complete a relationship circle
- Identify young people with similar interests (at school, in the family or community)
- Identify possible support for doing things together (personal budget, organised support, current provision)
- Identify activity most likely to be successful
- Plan activity
- Do activity
- Review

### Education, Health and Care Targets (and provision)

- S/he will be able to identify other young people that he knows from school and elsewhere using photographs by pointing on request (teacher/TA with advice from speech and language therapist)
- S/he will be able to self-regulate when engaging in the above activity (strategies suggested by psychologist/occupational therapist)
- S/he will use his personal budget to recruit a personal assistant who shares his interests and who will be able to support the social activities he is interested in (support from social worker)

## Employment

### Aspiration

- To get a paid job when I leave education

### Outcome(s)

- By December 2020 I will have a vocational profile that clearly sets out what I'm interested in and good at, what type of employers need my abilities and what support I need to get a paid job when I leave education
- By July 2021 I will have had 4 meaningful work experiences in the community, based on my vocational so that I have an understanding of different type of job roles



## Steps

- Identify who will support the development of a vocational profile (school, job coach, careers adviser)
- Identify support for work experience
- Set up work experience
- Do work experience
- Review

## Education, Health and Care Targets (and provision)

- S/he will work with the teacher, job coach, careers adviser for one hour a week to complete a vocational profile using photographs, symbols and video in order to communicate motivations, interests, skills and support needs (based on strategies suggested by speech and language therapist)
- S/he will engage for an hour a week (in chunks of time that are manageable) to work on vocational profile (strategies advised by educational psychologist, speech and language therapist and occupational therapist)
- She/will visit various workplaces out of school time and be supported to think about what it would be like to work in such an environment (e.g. shops, cafes, leisure centre, library,) (supported by personal assistant paid for through personal budget and supported by social worker)

## Independent Living

### Aspiration

- To be able to make most of my own decisions and to receive the right support to contribute to decisions that are more difficult

### Outcome(S)

- By June 2020 I will have a communication passport so that people know how I communicate and what they need to know to communicate with me
- By June 2020 I will have a decision-making agreement which sets out how I make decisions and the support I need to be involved in making complicated decisions
- By July 2021 I will be able to travel around my local community by either walking, using the bus or the train with the support I need

## Steps

- Identify who will support development of a communication passport and decision-making agreement
- Decide which format these will be in (words, pictures, symbols, paper, electronic)
- Work out how family and others can be involved in developing these

### **Education, Health and Care Targets (and provision)**

- S/he will have extended her use of words and signs and improved concentration through engagement in developing the passport and agreement (strategies advised by psychologist and speech and language therapist)
- She will have begun to be able to make simple decisions in day to day situations (school, home, in social situations out of school)
- S/he will be able to identify unsafe situations and express their decision not to be involved (strategies advised by psychologist and social worker)

## **Health**

### **Aspiration**

- To be as fit and healthy as I can be

### **Outcomes**

- By June 2020 I will be able to write a shopping list of healthy food that I need and can eat, and with support, go shopping to buy these
- By June 2020 I will be registered with my GP so that I begin to have annual health checks
- By April 2021, I will be going to the gym once a week with a friend

### **Steps**

- Decide whether learning to produce a shopping list for healthy food can be covered through the curriculum or whether it will be a social activity (school, family, social care)
- Check that the young person is registered with a GP as having a learning disability and will receive an annual health check from age 14 (school nurse, community nurse, family)
- Identify who the young person will go to the gym with and how they will be supported

## **Education, Health & Care Targets (& Provision)**

- S/he will be able to write some of the items that they need to buy (literacy activities at school)
- S/he will be able to identify healthy food from a selection of photographs (class teacher/teaching assistant)

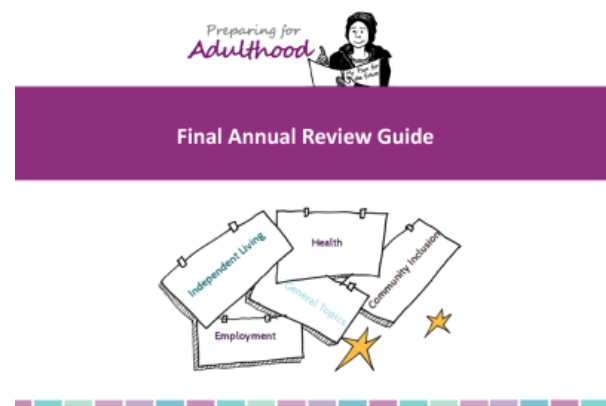
# Moving into Adulthood

If this approach continues in year 10, by early in year 11 it will be possible to be clear what will be the key ingredients of the young person's post 16 study programme and the most appropriate provider to deliver it. The aim should be for the young person's study programme to be based on and informed by their aspirations, the outcomes of their work experience to date and their vocational profile.

We have also produced two short checklists that provide a quick guide to the year 9 review and the final review before a young person leaves education.

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/key-topics-to-cover-at-annual-reviews-from-year-9-2019---word-version.htm>

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/final-annual-review-guide.htm>



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