

Developing the Preparation for Adulthood Section of the Local Offer



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1. Purpose of this guide

This guide will help local areas to develop the Preparation for Adulthood elements of their Local Offer.

It provides ideas and suggestions for what to include in the Local Offer so that it supports young people with special educational needs and disabilities (SEND) as they prepare for and move into adulthood. It aims to help young people achieve better life chances as intended by them.

2. How it was developed

A guide was originally produced by the SE7 Pathfinders working with the Preparing for Adulthood team and was based on the principles set out in the SE7 Local Offer Framework.

The tool was developed by a team including parent carers, young people and professionals with significant input from the SE7 Young People's Engagement Group (YPEG). This team said what information they wanted, and how and where they wanted it presented. Young people liked the idea of the Local Offer linking to life outcomes (Employment, Community Inclusion, Health, Housing) but they wanted it to use language that they understand and that means something to them. They also said that they access information in a variety of ways (Facebook, Twitter, websites, email etc.) but thought the Local Offer should be on an 'independent' website – not part of the Local Authority site. Information should include services that all young people can access, not just young people with SEND, and information on transport should be in the Community Inclusion section. Importantly, they also stressed that they need people to help them find their way around the Local Offer. A named person (key worker) works best

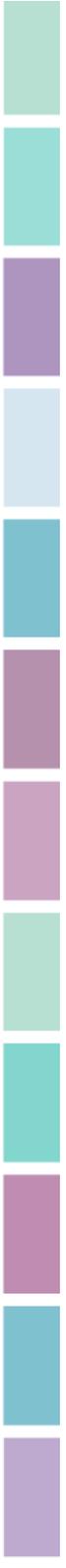
for them, and they don't mind who that person is or where they work, as long as they listen to them and are honest and reliable.

Parent carers on the group explained how the Preparation for Adulthood headings helped them have a different conversation with local areas about the future.

'Working on the Preparation for Adulthood section of the Local Offer has been a light bulb moment for me as I have realised that in the 19 years that we have had my son no one has ever expressed to me that he would be capable of paid employment – and I think he could be. So I think it's really important for the Local Offer to include info on how we are raising aspirations and how we can get all the people that work with children like my son and parents like me to believe that is possible and change our way of thinking.'

Carol Dixon - Parent

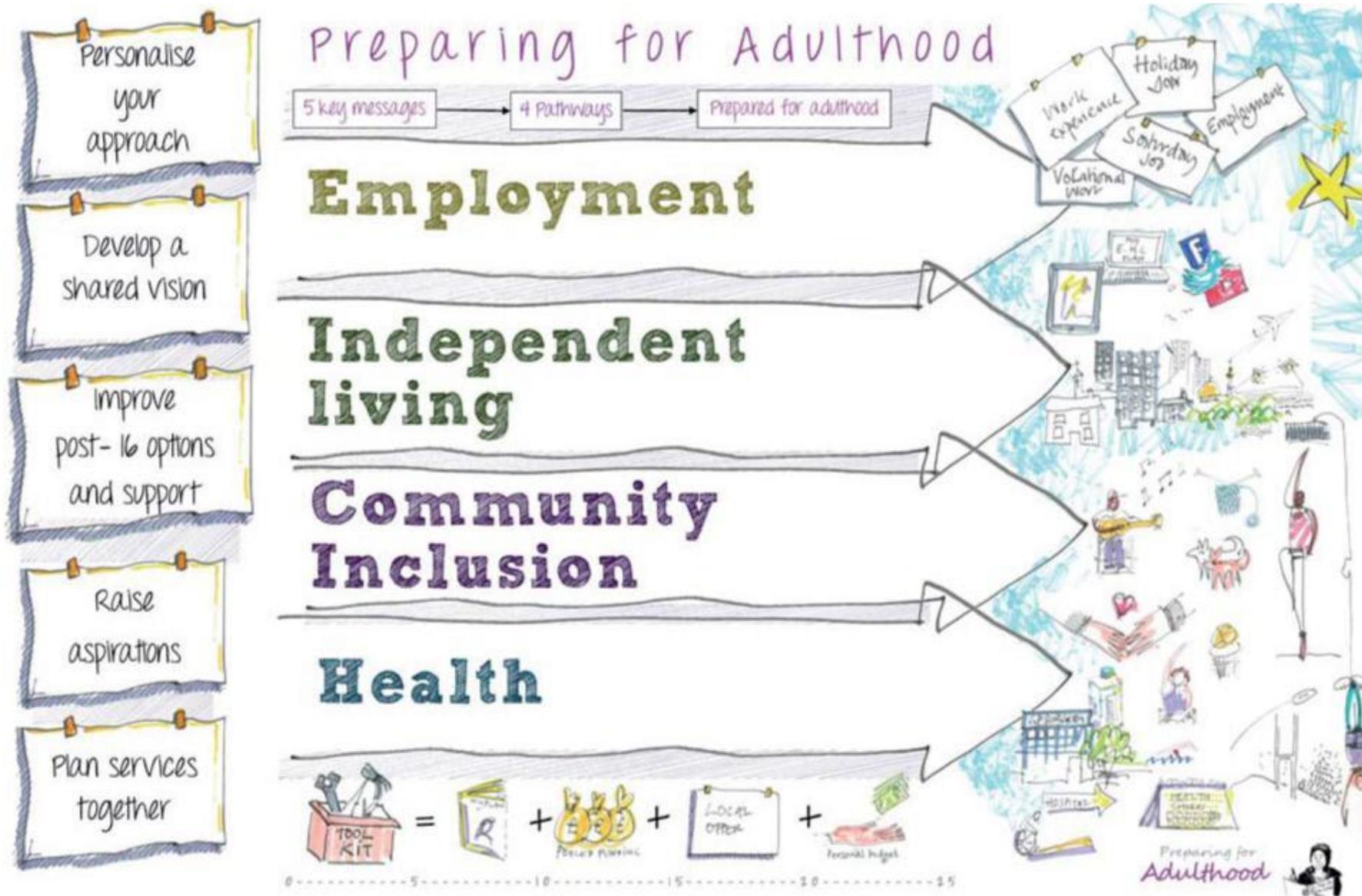
Parent carers on the team brought information from their local Parent Carer Groups about the type of information they wanted in the Local Offer and how they would like it presented. Parent carers from Hampshire explained that information had **'a significant impact on a parent's experience, particularly in regard to how they felt and on how they behaved'**. They said they wanted a valued a single point of contact;



someone to talk things through with; information from other parents who had 'been through it', which they called 'trusted information'; professionals working together; and being listened to and involved. When things went well, the parents felt 'supported, relieved, that they mattered' and it increased their trust in professionals. They said they would like to know more about what they can expect from people and services; to have

choices; to have coping strategies while waiting for services; an up-to-date and friendly website with bite sized information that is easy to find; and transparency. The report of the survey, conducted by Parent Voice in partnership with the Hampshire Parent Carer Network and Hampshire County Council is on the SE7 website (www.se7pathfinder.co.uk).

We have developed this guide keeping young people and their hopes and aspirations as our key focus. To help keep this in mind as you read through the guide, this diagram may help:



3. What is the Local Offer?

Since September 2014, every Local Authority has had to publish information about the support and services they expect to be available in their area for children and young people from birth to 25 who have SEND. They also need to publish information about services outside of the area that they expect children and young people from their area will use. For example, information on a bordering local college that young people may wish to use. This is known as the 'Local Offer'.

The Local Offer puts all the information about employment, education, and health and care services, leisure activities and support groups in one place. It has two main purposes:

- to provide clear, comprehensive and accessible information about the support and opportunities that are available; and
- to make provision more responsive to local needs and aspirations

The 'Special Educational Needs (Local Offer) Regulations' provide a common framework for the Local Offer. They specify the requirements that all Local Authorities must meet in developing, publishing and reviewing their Local Offer. The Regulations state that a Local Offer must set out what provision is available to assist young people to prepare for adulthood and independent living and includes finding employment, obtaining accommodation, and participating in society. The SEND Code of Practice provides more information.

4. Top tips for developing a Local Offer for Preparation for Adulthood

While this guide was being developed, young people, families and key professionals were asked to give their top tips for developing the Preparation for Adulthood section of the Local Offer. They are as follows:

- Involve and engage young people and families
- Involve young people and their parent carers at the beginning of the process and at every stage
- Make sure that you involve young people with a range of levels and types of disability
- Use a range of methods, media and techniques when developing and publishing the Local Offer
- Ask for examples of what works and why it works
- Get young people to ‘name’ the outcomes that are important to them and use this language in your Local Offer
- Use the Local Offer as a way of raising aspirations of young people, their families and friends, and everyone who works with them.
- Share what helps young people with SEND achieve paid employment, independent living, community inclusion, healthy lives and feel valued
- Identify who you need to engage with to develop the Preparation for Adulthood part of the Local Offer

Developing the Preparation for Adulthood section of the Local Offer will require involving different stakeholders. This table provides examples of the range of partners that need to be involved to support young people aged 14-25 achieve key life outcomes:

Overarching partners	Employment	Housing and Support	Social and Community	Health
<ul style="list-style-type: none"> • Parent carers & families • Young people • Children’s social care & SEN services • Adult Social Care • CCG leads for children and adults • NHS England • Voluntary Sector • Transition teams or Post 16 commissioner • Information, Advice and Guidance Services • Local parent carer forum • Schools & colleges • Pupil Referral units and alternative education providers • Transport providers 	<ul style="list-style-type: none"> • Jobcentre Plus including Disability Employment Advisors • Economic development • Employer networks • Young Offenders services • Young people’s services • Supported Employment providers • Local enterprise partnerships 	<ul style="list-style-type: none"> • Housing associations and providers • Housing department/officers • Welfare benefit advisors • Advocacy organisations • Housing guide (link in) 	<ul style="list-style-type: none"> • Youth Services • Community organisations • Youth Parliament • Leisure Providers • Parish, Town, District and Borough Councils • Neighbourhood organisations • Tenants’ Groups • Peer support opportunities • Clubs • Faith groups 	<ul style="list-style-type: none"> • Children’s and adult Health commissioners and providers • Health and Wellbeing Board • Public Health • NHS trusts • Other health providers • Health Watch • CAMHS • Transforming Care Lead

Further Tips for making the most of the Local Offer

- **Build on what is already there** such as local transition guides
- **Think about who is commissioned** by the council and local Clinical Commissioning Group to provide support to young people and adults and ensure they are included
- **Keep it live**; identify how you are going to review and develop the Local Offer, how young people will be involved and who will be responsible for this
- **Capture what's available for all young people** as well as for people with additional needs. **Examine how accessible universal services are** as well as what is available for young people with additional needs
- **Review how the Local Offer is being used** to inform commissioning strategies and local planning such as the Joint Strategic Needs Assessment
- **Check that the Local Offer is accessible to young people** and that they can understand it
- **Make sure young people know where to find out the information** on the Local Offer (e.g. YouTube)
- Remember that the young people we spoke to said **having a person to help them navigate information was helpful**
- Ensure that **technological developments make the Local Offer easier to locate and use**. For example, think about using apps and social media to highlight new entries
- Make sure that there is a **clear way for people to comment** and a mechanism in place to **ensure responsiveness** to any requests, comments or complaints

5. What should we include in a Preparation for Adulthood element of the Local Offer?

This part of the guide is designed to help think through in more detail what should be included in the Local Offer to make sure that young people are prepared for and supported into adulthood with full lives. The information has been grouped using the Preparation for Adulthood life outcomes:

- **Preparing for and finding employment**
- **Finding somewhere to live and getting good support**
- **Friends, relationships and being part of your community**
- **Achieving as healthy life as possible**

We know that there will be some overlap between these areas, just as there is for the young person that will be making use of the support and services that form part of your Local Offer.

The Local Offer needs to include information on universal services that all young people should be able to access, as well as information on support and services for those with additional needs. There should be an aspiration to promote reasonable adjustments in all contexts where CYP with SEND go (whether or not they have an Education, Health and Care (EHC) Plan). It will be helpful to describe what a reasonable adjustment might look like in each setting.

The Local Offer enables you to identify what support is available to young people with SEND in the following areas:

- **Universal services available to all** (for example, youth groups)
- **Services for young people with additional needs** (for example, Supported Employment)
- **Community initiatives** (for example, sports clubs, faith groups, scouts and guides)
- **Theatre, dance and art groups**

It is important that the Local Offer gives clear information about how decisions are made locally, and how to appeal if you don't agree.

Each of the sections below identifies some key questions to consider and then gives some examples of the type of support you may include in your Local Offer.

A list of useful web addresses, programmes and resources for each of the life outcomes can be found in Appendix 1. The information in the following tables isn't intended to be exhaustive: it is meant to give a starting point to help you in identifying what might be important for the development of your Preparation for Adulthood Local Offer.

We next consider how young people can be involved in planning and deciding their own futures.

6. Involving young people in planning and determining their future

Most of the questions local areas could consider when developing their preparing for adulthood part of the Local Offer have been placed under key life outcome headings. However, it is important that young people participate in making decisions and plans about their lives. The following questions may help.

Questions to consider	Examples of what might be included
<p>What support is available to help young people make decisions and plans for their future?</p>	<ul style="list-style-type: none"> • List all types of Information Advice and Support (IASS) and Information Advice and Guidance (IAG) available to young people so they and their families know where to go. For example <ul style="list-style-type: none"> ○ how Local Authorities provide impartial IAG to young people with SEN ○ how schools and colleges provide impartial careers IAG to young people, including potentially 1:1 support to those with SEN ○ advice and guidance provided through transition to adulthood teams ○ how the Local Authority exercises its duties to encourage participation, especially among vulnerable 16-18-year olds ○ the role of the National Careers Service ○ support through IASS and Parent Carer Forums for young people and families of young people ○ disabled people’s user-led organisations • Transition planning for all young people (including those on SEN support) For example <ul style="list-style-type: none"> ○ voluntary sector organisations who help young people plan for their future ○ local EHC Plan coordinators ○ Independent Supporters who provide time-limited impartial information and support during the development of an EHC Plan. (NB: This may be a time-limited programme) • Support planning around personal budgets
<p>What support is available to help young people learn how to make decisions?</p>	<ul style="list-style-type: none"> • School and college curriculum supports young people to make their own decisions • Support for developing communication and decision making • Support for young people and their families around Mental Capacity Act and Independent Mental Capacity Advocates • Local advocacy groups • Friends and peer mentors • Lead professionals

7. Preparing for and finding employment

Vision

Young people aspire to work through positive employment pathways, including good quality work experience, leading to a post 16 study programme such as a Supported Internship. Young people have support to achieve paid employment or set up their own business.

Key issues to cover

Agencies need to work together to ensure that there are effective pathways into employment. For example, Local Authorities, education and employment providers need to support partnership working between schools, colleges and supported employment providers.

Questions to consider	Examples of what might be included
<p>How are schools (mainstream and special schools, primary and secondary) supporting young people to get ready for and/or move into employment?</p>	<ul style="list-style-type: none"> • Work/career awareness introduced at primary school stage – e.g. ‘What do you want to be when you grow up?’ • School curriculum that weaves employment, careers and employability in ways that are appropriate to the age and stage of young people • Work experience – meaningful and in community settings • Support for Saturday and holiday jobs • Careers advice that is accessible and meets the needs of young people with a range of special needs and disabilities • Pathways into further and higher education • Schools raise aspirations for employment and career development through curriculum and teaching • Job coaches available in school and college to support young people with vocational profiling, work experience and finding employment • Information on how to set up your own business, for example Community Interest Groups who support self-employment • Use of personal budgets to support employment for those eligible for social care and health provision • Local employers who are supportive of employing young people with SEND
<p>How are schools and colleges supporting young people to be able to travel independently?</p>	<ul style="list-style-type: none"> • Local policy on travel for disabled people • Home to School Transport Policy • Post-16 Transport Policy • Independent travel training to support young people to travel by themselves, with friends or a travel buddy • Transport assistance for work experience and college link courses • Personal budgets used to support independent travel training and to assist the young person to get into school or college • Independent travel to be considered by schools and colleges when they review a young person’s EHC Plan

Questions to consider	Examples of what might be included
<p>How are colleges supporting young people to get ready for and/or move into employment?</p>	<ul style="list-style-type: none"> • Careers advice that is accessible and meets the needs of young people with a range of special needs and disabilities • Trained job coaches available in college to support young people with vocational profiling, work experience and finding employment • Use of personal budgets to support employment for those eligible for social care and health provision • Provision of vocational options for 14-16-year olds, in partnership with schools • Vocational courses post-16, including Supported Internships and Study Programmes, Apprenticeships and traineeships up to 25 • Pathways into higher education • Curriculum and staff promote aspiration for young people with SEND, and the expectation that they will progress into sustainable careers • Vocational profiling and person centred career planning • EHC Plan includes employment outcomes • Apprenticeships, supported apprenticeships and traineeships • Opportunities to stay at or live away from home whilst learning where required • Quality vocational tasters and work experience as part of vocational training in community-based settings • Local employers fully engaged in providing work experience for young people with SEND, apprenticeships, supported internships and employment • Entrepreneurship schemes including New Enterprise Allowance and community interest groups supporting self-employment
<p>How can other organisations (Jobcentre Plus, voluntary and private sector) and initiatives support young people into work and to stay in work?</p>	<ul style="list-style-type: none"> • Jobcentre Plus Disability Employment Advisers (DSA) – support, employment assessments, referral to specialist services if needed; welfare advice and Better Off in Work calculations by Jobcentre Plus • Private/voluntary sector specialist employment agencies for disabled people • Work Choice: support into work and in work • Access to Work: for those working 16 hours per week or more, a grant to provide practical support (specialist equipment, travel, communicator, job coach, help to start your own business etc.). Employers can also get help with the cost of reasonable adjustments. Access to work is available for young people on Supported Internships also • Department for Work and Pensions’ Work and Health Programme: specialist support and training (dependent on the organisations involved locally) • European Social Fund projects focused on disabled people • Job/Work Clubs run by colleges, voluntary sector and private sector providers

Questions to consider	Examples of what might be included
<p>How can supported employment organisations help young people to get into work and to stay in work?</p>	<ul style="list-style-type: none"> • Supported employment organisations working in partnership with schools, colleges (mainstream and special) and Jobcentre Plus to support work experience and help young people find and keep a paid job • Trained Job Coaches available locally • Supported Employment agencies can also help access Government programmes like Work Choice, Access to Work
<p>How are employers (public, private and voluntary sector) involved in supporting young people into work?</p>	<ul style="list-style-type: none"> • Local Authorities, health and education providers acting as role models, by offering Apprenticeships, work placements, traineeships etc. • Employers working with schools and colleges • Businesses that have the Disability Confident symbol • Employers understand and make reasonable adjustments: For example, providing someone who has social anxiety disorder with their own desk instead of hot-desking • Disability Confident employer forums and activity • Where are success stories shared that show what works in employing a young person with a disability? • Saturday and holiday jobs
<p>How can Higher Education support young people into positive employment opportunities?</p>	<ul style="list-style-type: none"> • Student welfare support, reasonable adjustments, equipment • Disability Coordinator in the educational establishments • Use of personal budgets, including health personal budgets to support employment opportunities • Volunteering Matters can offer live in support for students • University careers services
<p>What information is available on benefits? Include advice for students wishing to go into Higher Education.</p>	<ul style="list-style-type: none"> • Loans for tuition fees and living costs • Living cost grants and bursaries for students from low-income households • National scholarship programme – universities and colleges decide how to use this funding but some use for supporting disabled students • Financial support from institutions – usually means tested bursaries or scholarships. This may include outreach work such as mentoring or extra tuition • Disabled Students Allowance/Disability Living Allowance/Employment and Support Allowance Special support grants

Questions to consider	Examples of what might be included
<p>Is there a link to information on other study options such as the Open University and Adult Education?</p>	<ul style="list-style-type: none"> • Adult Education, e-learning courses and the Open University etc.
<p>How are the employment needs of young people with SEND identified and fed into local strategic commissioning?</p>	<ul style="list-style-type: none"> • e.g. Economic Regeneration Plans, Joint Strategic Needs Assessment • What are the current skills shortages locally? • Using the information about young people’s aspirations for employment to inform commissioning

8. Finding somewhere to live

Vision

Young people can choose who they live with, where they live, who supports them and how they are supported. Young people have a range of housing options to support their individual choices and needs.

Key issues to cover

- Where to find accommodation - including information about different housing options such as social housing, housing association accommodation, private renting, shared housing and shared ownership
- How to apply for accommodation, and where to get financial and other support (such as a personal assistant, assistive technology or modifications to a home) and more detailed advice on accommodation and support
- Advice for people receiving social care or health support about what is available to help them personally; for example, in managing their personal budget or recruiting a personal assistant, finding out about support providers and building on community support
- Opportunities and support to learn the skills needed to live in supported, semi-supported or independent accommodation

Questions to consider	Examples of what might be included
How do schools support young people to think about and prepare for good housing options?	<ul style="list-style-type: none"> • How are schools and colleges using the curriculum and extracurricular activities to help young people learn about and explore housing options and independent support? e.g. housing providers providing awareness sessions in schools • Opportunities to explore independent living skills in a supported environment • How personal budgets can be used to develop independent living skills • Preparation for Adulthood reviews could trigger young person's name being added to housing register, if needed
What are the different types of local housing and support options locally and how do people access them?	<ul style="list-style-type: none"> ○ Set out who provides housing and support options and how to access them. For example: ○ Supported Living – individual and shared ○ shared house/ group home ○ Residential Care services ○ Shared Lives services ○ existing accommodation arrangements including living at home or with foster carers ○ rented housing ○ access to new build ○ using family resources and trusts to buy including family home/support of family and friends ○ dispersed housing networks such as Keyring ○ personal Care and Support/Community Service Volunteers ○ floating Support (light touch support) ○ care and support packages

Questions to consider	Examples of what might be included
Continued from previous page	<ul style="list-style-type: none"> ○ supported Tenancies Extra Care and Sheltered Housing ○ Core and Cluster arrangements ○ organisations that help to develop informal support networks, circles of support, community support <ul style="list-style-type: none"> ● Some of the areas you need to provide information and advice on include: <ul style="list-style-type: none"> ○ welfare benefits, including how to maximise takeup of Disability Living Allowance/Personal Independence Payments ○ the Mental Capacity Act in relation to holding contracts for rented and owned accommodation ○ assistive technology and telecare ○ range of housing and support options available locally ○ Local Authority housing strategy that includes young people with SEND ○ funding sources ○ support options
Where can people find information, advice and support?	<ul style="list-style-type: none"> ● Local Council – Housing Advice Services ● Housing associations ● Citizens Advice service ● Independent housing brokers ● Transition housing workers ● Care Managers with housing expertise and/or support expertise ● Housing and Support Alliance ● A social worker if available ● SEND lead worker who can signpost
How are housing and support needs identified and used to inform housing and support strategies?	<ul style="list-style-type: none"> ● How does the Joint Strategic Needs Assessment and local housing strategies gather housing needs to inform commissioning; for example how do Education, Health and Care plans, review meetings and transition assessments under the Care Act inform future commissioning ● State what is being done locally to increase housing and support options for young people with SEND ● Set out how the authority plans for young people who are educated out of area and support young people to return to their local area if they wish. How does this link with the local Transforming Care plan? ● Include any local housing strategy that includes young people with SEND

9. Friends, relationships and being part of your community

Vision

- Young people have support to maintain and develop friendships and relationships as they move into adulthood
- Young people are supported to have a good social life and to be part of their local community
- Young people are supported to play as active a role in their local community as they wish

Key issues to cover

Young people and families tell us that friends and relationships are essential to their quality of life. It is therefore important that this section of the Local Offer sets out what support is available to help young people develop and maintain friendships and relationships, and identifies gaps. This section also includes information about having a good social life and taking part in the local community (such as music, going to the pub, faith groups and other events and how to take an active role).

Questions to consider	Examples of what might be included
<p>How do schools support young people to think about and prepare for good access to sports?</p>	<ul style="list-style-type: none"> • Sport inclusion policy – including what leisure centres offer young people with SEND • Local Authority Olympic legacy • Information on sports clubs and societies
<p>Is the community accessible for all young people?</p>	<ul style="list-style-type: none"> • Include the Autism strategy if it includes any community opportunities • Activities available to specific groups, e.g. young people with sensory impairment (deaf clubs), or mental health needs • Any schemes that allow young people /parent carers to be quality checkers for community facilities (like TripAdvisor) • Buddies to support young people to access universal community provision • Advocacy or brokerage available to support young people to plan (and find) any activities they might like to do
<p>Are there inclusive arts activities in your area? Do you have galleries and museums in your area? Are they accessible?</p>	<ul style="list-style-type: none"> • Arts opportunities including: <ul style="list-style-type: none"> ○ art, drama, dance, music ○ museums ○ galleries ○ theatres ○ cinemas ○ night clubs ○ safe and friendly pubs and bars ○ youth theatre groups that include disabled young people ○ disability friendly performances for young people with Autism ○ signed sessions

- local authors, painters, sculptors, actors etc. willing to inspire

Questions to consider	Examples of what might be included
Is there a comprehensive list of sport, social activities and clubs that can be searched by postcode and type of activity?	<ul style="list-style-type: none"> ● Social activities and clubs might be based on a particular interest; for example, fishing, bridge, bird watching ● Targeted activities, such as specialist swimming, football etc. ● Information on how can people use their personal budgets (if they have one) to take part in activities
What financial support is available to support people to take part in their communities?	<ul style="list-style-type: none"> ● Parent / carer discounts including special access cards ● Subsidised offers ● Personal budgets ● Short break grants
What is your local area's short breaks offer for after school and holiday activities?	<ul style="list-style-type: none"> ● Play schemes offering 1-1 support to enable disabled young people to take part ● After school clubs / specialist holiday provision (may include overnight short breaks) ● Short breaks (might also be in the social care part of the Local Offer) ● Buddies to support young people to access universal provision ● How families can use personal budgets for short breaks
Is there a guide to places to visit with young people in your local area? Does it include information on accessibility?	<ul style="list-style-type: none"> ● Gardens, parks, green spaces and attractions like theme parks, special events ● Accessible sessions for people with disabilities
How are disabled young people supported to make friends and relationships and understanding the difference between the two?	<ul style="list-style-type: none"> ● Friendship groups ● Supported relationships ● Sex education (should be on school curriculum as well as a health provision) ● Peer mentoring in school and college ● Circles of friends and circles of support ● Support groups, for example Autism/Asperger's friendship groups, mental health needs ● Mention any specialist dating service for disabled people that exists in the area
Is there information and	<ul style="list-style-type: none"> ● Name any local charities that run services for young people

<p>advice on social networking and how to keep safe?</p>	<ul style="list-style-type: none"> • Include any safeguarding information and how to report concerns • Is there information on national advice and support on staying safe? • Safe place/safe haven schemes
<p>Questions to consider</p>	<p>Examples of what might be included</p>
<p>What is your local youth advocacy support offer to give young people with SEND a voice? Do young people know about Information, Advice and Support Services in the area?</p>	<ul style="list-style-type: none"> • Local youth councils/parliament • School councils • National Student Union at college and Higher Education • Local youth forums • Specialist advocacy support, for example Learning Disability, Autism, Mental Health (CAMHS youth advisors) • User-led organisations of disabled people such as self-advocacy groups • How to register to vote

10. Health for young people

Vision

Young people have good information and support to keep healthy and safe while moving into adulthood. All health partners across children and adult health need to work together to support young people to prepare for their adult life and ensure that their health needs are met.

Key issues to cover

- Young people who have a learning disability can have their mental health needs overlooked
- Young people with a learning disability may have physical needs that are overlooked, for example postural care
- Young offenders are more likely to have special educational needs

Questions to consider	Examples of what might be included
Are young people known to their local GP and do they have equal access?	<ul style="list-style-type: none"> • Health pathways including how specialist /community paediatricians liaise with GPs • How a young person with a learning disability gets onto the GP learning disabilities register • Annual health check for people with learning disabilities and how to get one • Lead health professional for young people in transition
Do transition reviews from year 9 look at health planning for young people including Health Action Plans? Do EHC Plans include health outcomes?	<ul style="list-style-type: none"> • Ready, Steady, Go paperwork and how it feeds into young people's education, health and care plans • Health plans (this could be an appendix to the EHC Plan or SEN support plan) that look holistically at a young person's health and includes information on behaviour and sleep, therapy, medication, diet, exercise, equipment and communication • Condition-specific care plans and the arrangements for keeping them under review • Reasonable adjustments that can be made so young people can access health care • Training in person-centred health planning for health professionals
Clear health pathways for all vulnerable young people.	<ul style="list-style-type: none"> • Clear health pathways for all involved with an understanding of who does what, including: <ul style="list-style-type: none"> • looked-after young people and care leavers • young people out of area • children and young people being discharged from hospital • post-16 from paediatric care for young people with SEND • Young people vulnerable to being placed in a restrictive environment such as an Assessment and Treatment Centre • Young people with mental health difficulties including a clear pathway from CAMHS • Young people with life limiting conditions

Questions to consider	Examples of what might be included
Continued from previous page	<ul style="list-style-type: none"> • Pathway from specialist children’s services including community paediatric services to adult primary care services – what training and clinical supervision is available for health professionals around health needs of young people with complex needs
Do disabled young people with complex needs have good access to acute hospitals?	<ul style="list-style-type: none"> • Accessible information • Is there a single point of access for young people? • How information is held by the young person so they tell their story once and how they like to be supported and communicated with, e.g. my blue book extension, hospital passport • Learning disability liaison nurses in hospitals and how they work
Is there advice and guidance on substance misuse for young people with disabilities?	<ul style="list-style-type: none"> • GP role in advising and supporting young people • Young people’s health clinics including sexual health clinics • Youth and counselling services • Targeted services for young people around substance misuse • CAMHS - Specialist tier 3 services for young people
Is there expertise on disability in your youth offending teams? Do they use screening and/or assessment tools to identify disability in young offenders? Do you have a process for the Youth Offending Team to liaise with the SEN team and relevant health professionals?	<ul style="list-style-type: none"> • Youth support services • Police including community policing • Crime prevention programmes • Youth offending teams • Probation
Is there clear support and advocacy to help young people and families navigate through the Health system?	<ul style="list-style-type: none"> • Health facilitation in GP surgeries • Clinical Commissioning Groups and their role • ‘You’re Welcome’ criteria and how they are applied (Quality criteria for young people friendly health services) • Patient Advice and Liaison Services in hospitals (PALS) • Learning disability liaison nurses in hospitals

Questions to consider	Examples of what might be included
Continued from previous page	<ul style="list-style-type: none"> • Independent Advocacy Services for people with disabilities • How both children and adult practitioners understand health pathways in both services and how young people will be supported to ensure they continue to have their health needs met when they move into adult life. • The role of Health Watch
What is the procedure for how to feed back about health-related issues?	<ul style="list-style-type: none"> • Where to go to complain about health services • How young people with SEN are represented on local Health Watch • Health and Wellbeing Board priority areas
What support is available for parents, family carers or paid carers in understanding a young person's health needs and how to meet these needs?	<ul style="list-style-type: none"> • Involvement of young person in decision-making and help to make informed choices about healthcare • Robust person-centred health plan – agreed in partnership with young person • The Mental Capacity Act and what it means for young people and their families

Appendix: Resources and information on employment, housing, social life and health

- **Preparing for and finding employment**

SEN Code of Practice: October 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Pathways to getting a Life – Transition Planning for Full Lives

<http://www.preparingforadulthood.org.uk/resources/all-resources/pathways-to-getting-a-life-transition-planning-for-full-lives>

Supported Employment and information for commissioners

<http://base-uk.org/commissioners>

Preparing for Adulthood Supported internship factsheet

<http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/factsheets-videos>

Preparing for Adulthood Study Programme factsheet

[http://www.preparingforadulthood.org.uk/resources/all-resources/factsheet-study-programmes-for-students-with-special-educational-needs-and-or-disability-\(send\)](http://www.preparingforadulthood.org.uk/resources/all-resources/factsheet-study-programmes-for-students-with-special-educational-needs-and-or-disability-(send))

Preparing for Adulthood videos on employment

<https://www.youtube.com/user/PrepforAdulthood/search?query=employment>

Disability Confident

<https://disabilityconfident.campaign.gov.uk/>

Disability UK

<https://www.disabilityrightsuk.org/search/node/employment>

Work Choice

<https://www.gov.uk/recruitment-disabled-people/work-choice-programme>

Access to Work

<https://www.gov.uk/access-to-work>

Personal Independence Payment (PIP)

<https://www.gov.uk/pip/overview>

Riding for the Disabled

<http://www.rda.org.uk/>

Sector-Based Work Academies

<https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide/sector-based-work-academies-employer-guide>

Business Disability Forum

<http://businessdisabilityforum.org.uk>

Social Value Act

<https://www.gov.uk/government/publications/social-value-act-information-and-resources/social-value-act-information-and-resources>

Project SEARCH

<http://www.autismnetworkscotland.org.uk/project-search/>

South East Employment Network

<http://www.theseen.uk.net>

Disability Confident Campaign

<https://www.gov.uk/government/publications/the-disability-confident-campaign>

- **Housing**

My Own Place

<https://www.ndti.org.uk/resources/publications/my-own-housing>

Thinking ahead

<http://www.learningdisabilities.org.uk/our-work/family-friends-community/thinking-ahead>

<https://www.housingandsupport.org.uk/what-we-do/advice-and-support>

- **Social and community inclusion**
- **Circles of Friends**
- <http://www.inclusive-solutions.com>

Sport England

<http://www.sportengland.org/our-work/disability/>

English Federation for Disability Sport

<http://www.efds.co.uk/>

Accessible cycling

<http://www.cycling.org.uk/>

The Conservation Volunteers

<http://www.tcv.org.uk/>

Circles of support network

http://www.circlesnetwork.org.uk/index.asp?slevel=0z114z115&parent_id=115

Community circles

<http://communitycirclesblog.wordpress.com/>

Mencap advocacy

<https://www.mencap.org.uk/advice-and-support/services-you-can-count/advocacy>

Disability Arts Council England

<http://www.artscouncil.org.uk/>

Odeon Autism Friendly screenings:

<http://www.odeon.co.uk/accessibility/autism-friendly-cinema-screenings/>

- **Health**

Young minds guide to Transition for Parents/carers and young people

http://www.youngminds.org.uk/for_children_young_people/guide_to_mental_health_services/transition_camhs

Ready steady go Transition Plan – Southampton Hospital

<http://www.uhs.nhs.uk/OurServices/Childhealth/TransitiontoadultcareReadySteadyGo/Transitiontoadultcare.aspx>

Support for young people with complex health needs

<https://www.mentalhealth.org.uk/learning-disabilities/our-work/changing-service-delivery/an-ordinary-life>

<https://councilfordisabledchildren.org.uk/our-work/health-wellbeing>

Sexual Health-Family Planning Association

<http://www.fpa.org.uk/>

Brook Advisory Centre

<https://www.brook.org.uk/>

Substance misuse

<http://www.talktofrank.com/>

Postural care

<https://www.nationalelfservice.net/learning-disabilities/profound-and-multiple-learning-disability/postural-care-pathway-for-people-with-learning-disabilities/>

Personal health budgets

<http://www.personalhealthbudgets.england.nhs.uk>

<http://www.in-control.org.uk/resources/health.aspx>

Transforming Care

<https://www.england.nhs.uk/learning-disabilities/care/>

Young Offenders

<http://www.prisonreformtrust.org.uk/Publications/vw/1/ItemID/67>

<https://afaeducation.org/our-programmes/the-schools-programme/the-bubble/>

Learning Disability Specialist Health Observatory (IHAL)

<http://www.improvinghealthandlives.org.uk/about>

Behaviour

<http://www.challengingbehaviour.org.uk/>

- **More information**

Disability Discrimination definition

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

- **Other useful websites**

Department of Health

www.gov.uk/government/organisations/department-of-health

NDTi

<https://www.ndti.org.uk/>

Department for Education:

www.gov.uk/government/organisations/department-for-education

- **Preparing for Adulthood contacts and links**

PfA website

www.preparingforadulthood.org.uk

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