



Progress in Preparing for Adulthood

Checking your progress
in delivering personalised
support for young people
in transition

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Acknowledgements

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Forewords



**Jean Haigh
SE7 Pathfinder**

It is important to keep the fact that young people with special educational needs and/or disabilities are first and foremost young people. They want the same things as their non-disabled peers – get a job, choose where they live and who they live with, have friends and be part of the community and be happy and healthy. Is this such an unreasonable a set of desires? Yes, they have barriers to overcome and some of these barriers will be considerable. But that doesn't mean we shouldn't at least put our best foot forward to help them achieve an adulthood which is as like that of their non-disabled peers as possible and for which they are well prepared.

Why does it seem such a challenge and why have so few young people with special educational needs and/or disabilities not been able to achieve these desires? The facts are stark. Too many of these young people fail to achieve even the most basic level of good life outcomes. Too many are unemployed; too many are not living with people of their own age; too many are not supported to make contributions to their own life planning in a meaningful way; too many are in prison; and far too many are facing a future life over which they have no control. This is unacceptable on any level. How can a nation allow this huge pool of talent and resource go to waste? It does not make sense economically, let alone in human rights terms. Young people with special educational needs and/or disabilities have important contributions to make to society – Why is it that often they are not able to?

It was such a joy to see that government made raising national aspirations for these young people one of the underpinning purposes of the SEND reforms. This acknowledgement of the urgent need to raise aspirations both for and of these young people was music to the ears to those committed professionals who have always recognised this need and most especially to the young people themselves and their families.

Now is the time we can all make a difference. We can do this by always keeping

the life outcomes at the centre of our thinking; by continuing to challenge our own and others' preconceptions; and by working to widen the support offer so that there is a real focus on employment, independent living etc.

The principles of the SEND reforms set out in Section 19 of the Act challenge us all to ensure that the wishes, desires and feelings of the young people are central, are listened to and truly heard; and that young people are supported to participate in decisions about their lives and their support. To do this they require good information, effective support and most importantly people who will listen to and truly hear what they say. If you are reading this guide I guess you are one of those – you and all those like you will be the change makers.



Nicola Gitsham Programme Manager Preparing for Adulthood

In September 2014 the Government introduced the Children and Families Act. At the heart of these reforms is an ambition to help children, families and young people have more choice and control over their lives and support and better life chances.

These reforms set out a new vision for disabled young people and those with Special Educational Needs aged 14–25 called Preparing for Adulthood. This agenda challenges us to believe in and realise the potential of all young people, support them to achieve their aspirations and enable them to have good futures that include employment, independent living, friends, relationships, being part of their local communities, and good health and wellbeing.

Achieving the ambition of Preparing for Adulthood requires big social and cultural change. If we look at history we know that increasing the life chances of disadvantaged groups is challenging but possible. One of the things that helps is when everyone has a shared picture of the change they want to see and they all understand the practical steps they need to take to move towards a better future.

Progress for Providers is a practical tool that enables groups of people to have a discussion about where they are, where they want to be and agree how to get there together. We are therefore pleased to see a Preparing for Adulthood version added to the range and to see it based on the five key messages from the Preparing for Adulthood programme.

Preparing for Adulthood's five key messages were developed following our work with SEND pathfinders and other local authorities. They set out what local areas need to do to help young people have more control over their lives and achieve good life outcomes. The diagram below illustrates the four Preparing for Adulthood outcomes.

Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

Employment



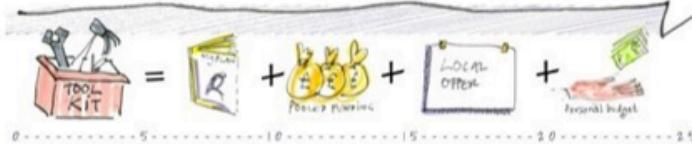
Independent living



Community Inclusion



Health



Preparing for Adulthood

Delivering these outcomes cannot be achieved by one organisation or agency alone. Effective transition pathways that lead to ordinary lives require many people to work together. This Progress for Providers tool will therefore be most effective if it is used to bring together young people, families, education (including schools and colleges), health, social care and other key partners such as housing, employment and community development organisations to develop a shared vision and action plan for change.

Our aim is to see more people around the country working with young people and families to develop good support that enables all young people to have great lives that include jobs, friends, homes and communities they love. We hope that local areas will use this guide to start honest conversations about what needs to change and make the ambition of preparing for adulthood a reality for many.

For more information on Preparing for Adulthood and the SEND reforms see www.preparingforadulthood.org

For further information and support on implementing Preparing for Adulthood please see www.preparingforadulthood.org.uk or contact info@preparingforadulthood.org.uk





Young person David Nicholson

Having Aspergers Syndrome, as I do, is a challenge but it is also a gift. There's times when I have struggles against people who don't understand the condition or when I'm trying to get a job. I'm a fighter, always have been and always will be. These struggles will be overcome thanks to the values I was taught by my parents – courage, determination, aspiration and hard work.

However, what also helps, apart from the values I was brought up with, is the help I was given when transitioning from one part of my life to another. Whether that was from school to university or from university into the world of work. The help and advice I gained from teachers, friends and family all helped me navigate the challenges that were faced when moving from one chapter of my life to another. Transitions happen to everyone but can be a struggle to those on the autism spectrum. Moving on from school to university can be, as I know, a challenge and it can be frightening especially on the social side when you have to meet new people whom you've not met before. It is critical, I would argue, that for my peers on the autism spectrum to succeed and reach their potential, that they receive help for them to get through their school days and then moving on to college, university or work. If no help is given then the chances are my peers will not do well in life. That is not being negative, that is the truth. They would be left to fight battles which may leave them upset and alone. That would be a tragedy as I know that my peers on the spectrum are unique and talented individuals who have aspirations to do really well. They want to contribute to the political, economic and social life of the United Kingdom.

I appeal to parents, teachers and everyone reading this book that if we want the United Kingdom to be an autism friendly nation then we must ensure that everything is done to ensure that people on the spectrum are given all the help they need to move through life and so they can be successful. They deserve nothing less.



Deb Aspland and Katie Clarke Bringing Us Together

Transition is a word that non-disabled young people themselves rarely use. Instead they say that they are:

- Growing up
- Leaving home
- Moving away
- Finishing school
- Starting college
- Having a boyfriend/girlfriend
- Going to University
- Travelling
- Getting jobs

These are ordinary things. These are the same things that disabled young people tell us that they want too.

At Bringing Us Together we are passionate about families finding ways early on of building their resilience for the long journey ahead. We know that thinking positively and planning with their children each step of the way will help prevent that “falling off the edge of the cliff” feeling as their child becomes an adult.

During many years of meeting and listening to families, we have come across some who really struggle to think about the good things about their lives and the good things about their children. We know that being the parent of a disabled child is one of the toughest and most challenging jobs of all.

Bringing Us Together believes that thinking in a person-centred way and using simple tools can become part and parcel of family life and leads to families having higher hopes and dreams for their children, and even dreams for themselves. We want all our young people to grow up resilient, to have a voice in their own planning, to know where their skills are, and what they are good at, to feel loved, be included and to feel safe.

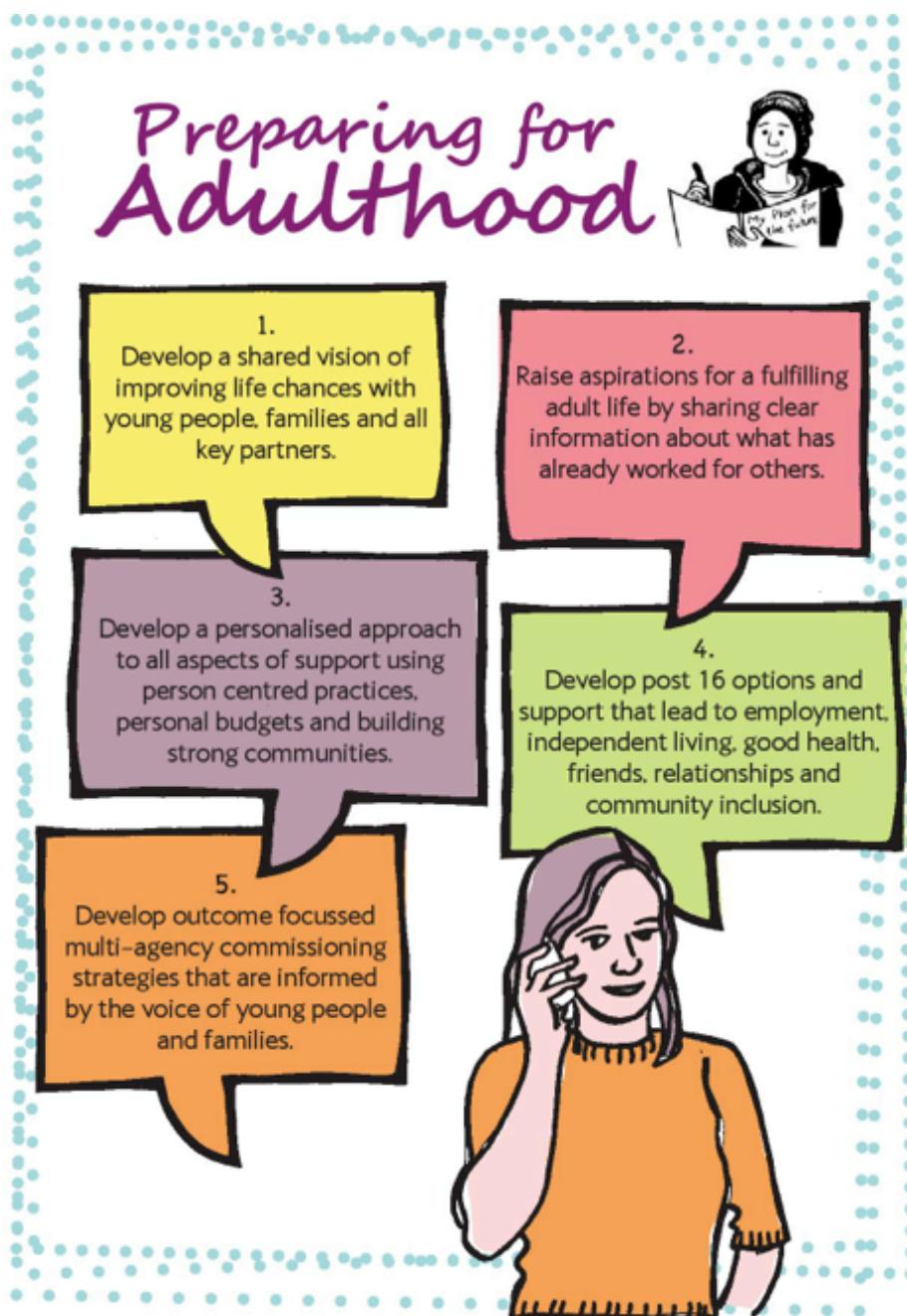
We are delighted to have taken part in this new publication and we believe that it will support local authorities to embrace and be actively involved in person-centred planning. We encourage councils to be accountable to disabled young people and their families living in their locality, and for families and young people to be involved in making a difference not only to their own lives, but also to the lives of other families in their communities.

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Introduction

This publication is for everyone concerned with delivering the SEND reforms, whether working for the local authority, within schools or as families.

Preparing for Adulthood has 5 key messages and these were developed through working with the SEND pathfinders and local authorities. They are summarised here:



This Progress in Preparing for Adulthood looks at each of these five areas, to enable local areas to take stock of where they are now, and what they could move towards next. It was co-developed with SEND pathfinders, local authorities, and families.

How to use it

Progress in Preparing for Adulthood is a self-assessment tool that asks you to look at the vision, practices, policies, knowledge and skills locally to deliver the SEND reforms in your area. Each topic enables you to score yourself on a scale of 1 to 5:

If you tick boxes 1 or 2 you are just starting to look at and act on the topic.
Tick 3 or 4 if you are delivering some progress in person-centred care in that area.
Tick 5 if you are delivering change in the SEND reforms in that area.

Once you have scored yourself on these criteria, you can record your next steps on the summary sheets on pages 50 – 51 which then provides an overview of how you are doing.

You can use this assessment tool:

- By yourself, for individual self-reflection.
- With your manager, to agree goals in areas that you are responsible.
- With other important stakeholders in your area, who are concerned with delivering the SEND reforms.
- As a way to evaluate your progress locally within existing groups and forums.

Actions and resources

Once you have assessed your progress you can use this information to develop an action plan. The action plan should describe how you are going to develop and change to move towards statement 5 (excellent progress). There are blank action summary sheets on pages 50 – 51. You may want to focus on a few actions in more depth. There are more detailed action planning pages for this on pages 52 to 55. You might want to record your scores electronically, to compare them over time, or see a summary from several managers. At the end of the book is a list of resources that could help inform your actions. These resources include publications, examples from providers and commissioners, podcasts and web resources, courses and free downloads.

You can check on your progress by doing the assessment on a regular basis and tracking your scores over time. This will give you an overview of where you have improved and where you need to progress further. Even if progress is slow it's important for you and the whole staff team to record and celebrate your achievements.

Finally, if you would like help in either completing the self-assessment or moving ahead with actions, we can provide a range of support from workshops and webinars to individual coaching for managers and organisational development programmes. Contact charlotte@helensandersonassociates.co.uk for more information.

We hope that you find this Progress for Preparing for Adulthood useful as a way of thinking about the progress you are making, and how to move towards delivering the SEND reforms to realise the potential of all young people, support them to achieve their aspirations and enable them to have good futures that include employment, independent living, friends, relationships, being part of their local communities, and good health and wellbeing.

Section 1

Develop a shared vision of improving life chances with young people, families and all key partners across education, health, social care, employment and housing

- 1 All key partners from services, including young people and families contribute to the development the vision

1	Different organisations have their own visions, but not one shared commitment for young people. We don't know what the visions of other key partners are.
2	We all know that we need to develop a shared vision but we don't know how to go about doing this.
3	We have started to engage with all partners, including young people and families, and have plans to develop our vision together. We plan to ensure our vision is clear, transparent, accessible and reflects that the young person comes first.
4	We have a co-produced vision, which is clear, transparent and accessible but this has not yet been signed off by everyone.
5	We have one vision for all young people. This has been designed and written by young people, families, key partners (strategic and operational), voluntary and community sectors. It is clear, transparent and accessible and has been signed off at the highest level by all key partners.

- 2 Everybody knows 'what good looks like' in all areas of the shared vision

1	Everyone knows what the vision is, but not what good looks like.
2	We know it would be helpful to be able to describe what good looks like in all areas of the vision, but we don't know how to go about doing this.
3	We have started to collect some case studies and examples of best practice to share with people. These include examples of great outcomes for young people in paid work, having friends, and community presence, good health and independence.
4	Everyone understands the vision and their role in delivering it. They know what best practice is nationally and locally, but we have no way of measuring current practice against this.
5	Everyone who works with young people knows and understands 'the vision' and can tell you what it is and what their part is in developing it. They understand what best practice is and that performance is measured against this in supervision and appraisal. Services are commissioned because they too are working towards the vision.

- 3 We have a common understanding of life chances i.e. that young people have employment, housing and support, good health and friends, relationships and community and why it matters**

- | | |
|----------|---|
| 1 | We have a vision, but there is little understanding about what life chances are or why they matter. |
| 2 | We have begun to think about what life chances are and how we can describe and share this but we don't know where to start. |
| 3 | Everyone has a good understanding about what life chances are and why they matter. We have started to collect some local success stories to illustrate this. |
| 4 | We are starting to think about how our vision impacts on the culture of the organisation, and we have a strategic plan in place to embed this, but this has not been fully implemented. There is a belief that the life chances are both possible and positive for all young people. |
| 5 | This vision is embedded in the culture of organisations through recruitment, selection and supervision. Everyone knows why this matters and local stories and clear evidence about the achievements and successes of young people are widely shared. Everyone understands the impact of this on their work and works to improve the life chances of young people. |

- 4 Everyone is clear about their role in working towards the vision**

- | | |
|----------|--|
| 1 | We have not considered how our vision impacts on people's roles and responsibilities. |
| 2 | We think it would be helpful to think about people's roles in relation to our vision but we are not sure how to go about this. |
| 3 | We have begun to talk with staff about their role in working towards the vision and to think about how we can record this. |
| 4 | We are all clear about our role in working towards the vision, we have recorded this using the Doughnut tool. Some of our policies and procedures need updating to reflect this. |
| 5 | We clearly describe our roles and responsibilities in relation to our vision, and share this with young people and families so that they are clear about how all key partners work together to deliver all of the life chances for young people. Our policies and procedures reflect this. |

5 The vision influences the practice of all key partners

- | | |
|----------|--|
| 1 | We have a vision, but this has not been shared with all of our key stakeholders. |
| 2 | We know that we need to share our vision and have started to work with some key stakeholders to do this. |
| 3 | We work closely with all key stakeholders at senior management level to implement our vision into practice. |
| 4 | Everyone is clear about the vision and their everyday practice reflects this. We do not yet have a way of measuring how this supports young people to achieve their life outcomes. |
| 5 | Our policies, procedures, documents and IT systems support the practice of all key partners in supporting young people to achieve a full life with paid work, good health, a place to live, friends, relationships and community inclusion. The quality of our practice is measured on this. |

Section 2

Raise aspirations for a fulfilling adult life, and share information about what is possible and what has worked for others

- 1 Children and young people are supported to have high aspirations for their future

1 Young people do not know what opportunities are available to them and tend to follow the same path as their peers in previous years.

2 Young people are starting to talk about their hopes and dreams for the future but regularly this is seen as not possible and therefore not often acted upon.

3 Young people are well supported to know and voice their aspirations for their future. These are recorded in the Education, Health and Care Plan.

4 Young people have high aspirations for their future and are starting to ask for some of the same opportunities as their peers without SEN/disability. These are recorded in their Education, Health and Care Plan.

5 Young people have high aspirations for their future and are asking for and expecting the same opportunities as their peers with no disability/SEN. These are recorded in their Education, Health and Care Plans, acted upon using evidence-based best practice and success is measured.

- 2 Families and those who care for young people have high aspirations for them from birth

1 Families and those who care are still hearing negative stories and focus on what they can't achieve They have little or no aspiration for the lives of their young people. This still happens at birth and continues into adulthood.

2 Families are starting to hear what is possible for their young people through the sharing of local success stories.

3 Families are hearing positive stories about what is possible for young people but aspirations are still low.

4 Families know what is possible for young people and this is reflected in their aspirations for their young people. They are still not confident that their dreams will be listened to or acted upon.

5 All families are able to articulate their hopes and dreams for their young people confidently and know they will be listened to and their aspirations acted upon.

3 Communities have high aspirations for all children and young people and create inclusive communities

1 Communities are not considering the aspirations of all young people as this is seen as the job of services.

2 Young people access specialist community provisions but these do not reflect the aspirations of young people.

3 Communities are beginning to listen to the aspirations of young people and there is a strategic plan in place to help make this happen more widely.

4 We are starting to hear great stories about young people achieving, contributing and leading in their communities, but this is not happening for everyone.

5 Young people are visibly contributing, achieving and leading in the community e.g. Scouts and Guides leaders, youth and faith leadership as well as youth parliament and other community groups.

4 Education providers have high aspirations for all children and young people

1 Education providers do not have high aspirations for children and young people.

2 Some Education providers are starting to raise aspirations of some students but the focus is on teaching skills, qualification achievement and the National Curriculum.

3 Education providers are starting to use the curriculum to discuss and promote aspirations with young people, and we are seeing some staff members who really believe this and understand the importance of this and are doing it well.

4 Education providers use the curriculum and teaching methods to raise the aspirations of young people. We are still seeing this only in subjects such as PHSE, and it is not consistent throughout the establishment. Some staff members see the importance of having high aspirations but still see it as the role of others within the provision.

5 Education providers actively raise the aspirations of children and young people. They have high expectations and drive young people to think creatively about their future. Staff are supported through workforce development to ensure this is achieved by ensuring that the curriculum meets the aspirations identified by all children and young people and is evidenced in lesson plans. Teaching skills to achieve aspirations is through evidence based best practice. They also share the successes of local young people as well as those from other areas in the country. Staff members know the importance of having high aspirations for all young people and this is reflected in the culture of the establishment.

5 Those working with children and young people have high aspirations for them

- | | |
|----------|---|
| 1 | We do not think that it is our responsibility to support young people to have aspirations. We only need to provide the support we are paid to provide. |
| 2 | Those working with children and young people know that they should support them to have aspirations but this is in conflict with service expectations and time. |
| 3 | Those working with children and young people have aspirations for them, but they do not know what their role is in supporting those aspirations. We have not thought about this in terms of job descriptions or how we support staff to achieve this. |
| 4 | All professionals working with children and young people have high aspirations for them. They support young people to be able to describe their aspirations in relation to the four life outcome areas and they record them in the Education, Health and Care Plan. |
| 5 | All the professionals working with children and young people will be able to describe, value and grow their hopes and aspirations in relation to the life outcomes and describe the actions they are taking to support them to achieve this. |

Tick one box ✓

- 6 The Local Offer reflects best practice locally and nationally and includes evidence based support that will lead to the four preparing for adulthood outcomes

1 The Local Offer only makes passing reference to Preparing for Adulthood but does not set out clearly what support is available for young people to:

- Get a job.
- Have somewhere to live.
- Have friends, relationships and be part of their community.
- Maintain good health.

2 The Local Offer has been co-produced with young people and families and sets out what support is available for young people to:

- Get a job.
- Have somewhere to live.
- Have friends, relationships and be part of their community.
- Maintain good health.

3 The Local Offer has been co-produced with young people and families and all stakeholders. Key agencies are involved across education, health, social care, housing, employment, community development, and includes universal providers.

4 The Local Offer has been co-produced and sets out clear information on Preparing for Adulthood, including evidence on what works and what doesn't work to support young people to have positive lives.

5 The Local Offer has been co-produced and is evidence based. The Local Offer uses information gathered to identify gaps in provision and to inform local and joint commissioning.

Tick one box ✓

7 Education, Health and Care Plans reflect the aspirations of young people and their families

- | | |
|---|---|
| 1 | We do not consistently record young people's aspirations in our Education Health and Care Plan. |
| 2 | We consistently record the aspirations of young people in the Education, Health and Care Plan but they mostly describe what we think young people ought to have in the future, not what they want. These are based on what is currently generally available as we have a service based approach to delivery. |
| 3 | Most of our Education, Health and Care Plans have the young people's aspirations recorded in them. We describe young people's aspirations, and not just what is currently available, but the outcomes, goals and actions in the EHC Plan still do not support the achievement of these aspirations. |
| 4 | Our Education, Health and Care Plans have young people's aspirations recorded in them but tend just to focus on further education or employment. The outcomes and actions do not always support the achievement of the aspirations. |
| 5 | All Education Health and Care Plans clearly articulate what young people want in the future, for work, independent living, good health, friends, relationships and community inclusion, and outcomes and actions in the Plan raise and promote the achievement of aspirations. Person-centred practices are consistently used to gather this information with all young people. |

Section 3

Develop a personalised approach to all aspects of support using person-centred practices, personal budgets and building strong communities

- 1 Young people will know about, and have experience of using person-centred practices

1 Young people do not know what we mean by person-centred practice and are not involved in developing their Education, Health and Care Plan.

2 We know that we should use person-centred practices with young people but we do not have the expertise or experience to do so.

3 We have started to use some person-centred practices but we do not think that it works for everyone.

4 All young people are involved in the planning for their future. Every young person has a one-page profile and a Preparing for Adulthood or person-centred review but they are not given the opportunity to promote or lead on this.

5 Young people act as leaders in promoting person-centred practices as a result of their own experiences. For example, they have been involved in their Preparing for Adulthood or person-centred review, have a one-page profile, communication chart, decision-making profile and agreement, and are regularly asked what is working and not working from their perspective.

- 2 Families will know about, and have experienced of person-centred practices

1	Families don't know what we mean by person-centred practices.
2	We know that we should use person-centred practices with families in the development and implementation of the Education, Health and Care Plans, but we do not have the expertise or experience to do so.
3	We have started to use some person-centred practice, and some families have been involved with this, but we do not think that it suitable for everyone.
4	Families have experienced person-centred practices, for example, they have their own one-page profile as well as one-page profile for their young person, and they have been involved in Preparing for Adulthood or person-centred reviews. However, they have no way of promoting or leading this with other families.
5	Families act as leaders in promoting person-centred practices as a result of their own experiences. For example with one-page profile and Preparing for Adulthood or person-centred reviews, community circles and Working Together for Change.

3 Communities will know about, have experienced and be able to talk with others about person-centred practices

1 Communities do not know what we mean by person-centred practice.

2 We know that we should engage with communities in person-centred practices, but we do not have the skills, expertise, time or knowledge to do this.

3 Some areas of community are involved in person-centred practices but we are really just at the beginning of this.

4 Most areas of our community know and understand what person-centred practices are, and some are involved in community circles, Preparing for Adulthood or person-centred reviews and use one-page profiles.

5 Communities act as champions for person-centred practices as a result of their experience in being involved in using person-centred thinking tools, being involved in Preparing for Adulthood or person-centred reviews and community circles.

4 Education providers will be using person-centred practices

1 Most education providers do not use person-centred practices.

2 We know that education providers should be using person-centred practices, but we are unable to engage with most of them.

3 We are working with education providers to introduce person-centred practices. For example, one-page profiles and Preparing for Adulthood and person-centred reviews. Many providers are keen to develop their skills but some are not.

4 Our local education providers are all using person-centred practices, including person-centred thinking tools, one-page profiles, Preparing for Adulthood and person-centred reviews. They have just begun to implement this and are starting to learn about the best ways to implement this for students/learners within the curriculum.

5 We have strong education provider champions for person-centred practice as a result of their training and experience in using person-centred thinking tools, one-page profiles and Preparing for Adulthood or person-centred reviews. There is a culture of person-centred practice which informs mission statements, supervision, appraisal, recruitment, as well as meetings.

5 Person-centred practices inform a young person's personalised curriculum

- 1** Person-centred practices are not used within educational establishments and therefore do not form a young person's curriculum. We recognise that there is a training need here, but we have not delivered this yet.
- 2** We have some knowledge about person-centred practices, and we would like to start to implement what we know. We need some guidance on how we could begin to deliver this and evidence change.
- 3** We are working towards and evidencing how we can use person-centred practices to form young people's curriculum. We have started to use one-page profiles and we are working together to think about how we can extend our practice.
- 4** We have a strategic plan in place to support us to use person-centred practices to form a student's curriculum. We have some good plans in place and have started to develop personalised timetables from this. We are starting to form the curriculum and teaching methods around the aspirations and outcomes for some of our young people.
- 5** All staff are skilled in using person-centred practices and we have evidence of their use. For example, every young person has a one-page profile. There is a person-centred focus at parents' evenings, person-centred reviews are held. Pupils have a personalised timetable and curriculum, which supports their aspirations and outcomes, and person-centred thinking tools are used routinely as a matter of best practice. Successful outcomes have been evidenced.

6 Those working with young people will use person-centred practices

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| 1 | Those working with young people do not use person-centred practice. |
| 2 | We have pockets of people who know what some person-centred practices are but they are not being implemented consistently. |
| 3 | We have begun to identify some person-centred practices, which can be used by some professionals who work with young people, and have started to train them in person-centred thinking. |
| 4 | Everyone who works with young people has been trained in person-centred thinking, and person-centred reviews. We are starting to see the use of these practices used regularly and the skill level of practitioners is increasing. |
| 5 | Our vision for young people means that everyone who works with them uses person-centred practices throughout all services, communities and voluntary sector. This is supported by policies and procedures, which means that all practitioners use person-centred practices in their meetings, consultations and individual practice, and we have evidence of this. They are able to promote and coach others in these practices to ensure that they are truly embedded within the culture of their organisation. New staff are given training in PCP and supported to develop their own one-page profiles. We use Working Together for Change to inform commissioning. |

7 Person-centred practices are used to help develop Education, Health and Care Plans

- 1 There is no evidence of the use of person-centred practice in the development of the Education, Health and Care Plan. The Plan is a template we fill in.
- 2 We know that we should use person-centred practices to evidence the voice of the young person, but we do not know how to do this.
- 3 We have started to use the Preparing for Adulthood or person-centred reviews and to think about outcomes. This is not consistent for all young people.
- 4 Most young people are involved in their preparing for adulthood or person-centred review. We are still seeing decisions being made for some young people and need to work more on understanding how all young people communicate and make decisions, for example by using communication charts and decision-making profiles.
- 5 Young people and families can describe how they are at the centre of their planning. This can be evidenced by looking at the young person's aspirations, seeing how they were involved in developing the outcomes through the preparing for adulthood or person-centred review process, and seeing how they were involved in decision-making about their provision and support in their decision-making agreement. We can see that this is making a difference as many young people are deciding how to use their personal budgets to achieve their dreams.

8 Young people are supported to use personal budgets to achieve better life outcome

- 1 The Local Offer has information on how young people can use personal budgets across Education, Health and Social Care.
- 2 Information on personal budgets has been co-produced by young people and families and is available in the Local Offer.
- 3 Information and advice clearly sets out how young people and their families can use an indicative budget as part of their EHCP to plan for Preparing for Adulthood and to use a personal budget as part of this Plan.
- 4 The EHC planning process enables families to have time to consider using a personal budget as part of their EHC Plan alongside the range of support and provision identified in their draft Plan.
- 5 There is clear information and advice on personal budgets across Education, Health and Social Care that has been co-produced with young people and their families. Young people are supported to use personal budgets to achieve better life outcomes in preparing them for their adult life.

Section 4

Develop post 16 options and support that leads to employment, independent living, good health, friends, relationships and community inclusion

Employment

- 1 Young people have information, advice and guidance on options available

1 We do not routinely provide information about employment and support to young people. We answer questions young people have reactively, when we have time.

2 We know it is helpful to give people information about employment and support options, and signpost them to where they can find information themselves.

3 We have leaflets and information about employment available for young people and can direct them to other sources of information such as our website. We are proactive in ensuring young people have plenty of good information but we may not routinely provide advice and guidance.

4 We proactively make sure that young people have good accessible information on the range of options towards employment available to them and can give good quality advice or direct them to other people or services to talk to.

5 We have information on the options available to young people in a range of formats, making sure that it is accessible to all. We regularly review and update the information, ensuring that it is correct and current. This information is available in the Local Offer. We provide a range of ways for young people to have the advice and guidance they need individually, and work closely with providers and key partners to make sure that this is of the highest quality. The standard of this service is regularly reviewed with young people and their families.

2 There is a range of purposeful work experience available for young people

1	We focus on targets and do not know what young people's career aspirations are. We have set placements for work experience in some local facilities such as our reception, canteen and library.
2	We know that it would be good to make sure that young people's work experience reflects the skills they need for what they would like to do in the future. We don't have anyone with the time and expertise to do this, so we do not know how to start improving this and match work experience to aspirations.
3	We have started to speak to some local employers about how we can work together to provide a wider range of work experience. We have started to record work aspirations in our Education Health and Care Plan and we have started to think about how we use this information to make sure that the right work experience placements are available.
4	We know what young people's work aspirations are and we have worked with a wide range of employers to make sure that placements are available. We support some young people to have meaningful work experience, supported by expert job coaches, but need to work out how to make this happen for everyone.
5	All young people have access to a range of purposeful work experience placements and are supported by expert job coaches. We work closely with employers to make sure that young people have the skills they need to do the jobs required. We continue to review the placements available ensuring that they reflect the work aspirations of our young people. We ensure that there is the right support for each young person to access work placements, and we employ a range of techniques to do this.

3 Young people have activities related to employment available during school holidays

- 1 We do not think that it is our responsibility to provide employment-related activities for young people during the holidays.
- 2 We know that we should provide employment-related activities for young people during the holidays, but we cannot see how we can do this within our current resources.
- 3 We are committed to young people having things to do during the holidays, and we have started to work with some organisations to think about how we can make this happen.
- 4 We are working with a range of key partners and young people to describe the types of employment-related activities that should be available during the holidays. We are recording what is currently available in the Local Offer and need to make sure that we address any gaps with what young people want and need.
- 5 We work continuously with young people, families, communities, voluntary sector and services to make sure that there is a wide range of employment-related activities available to young people during the holiday period. Information about these is recorded in the Local Offer. We review what is available regularly and consult with young people as to the types of activities they want to see and do. We provide the right support for young people to be able to access the activities.

4 Young people have opportunities and support to get Saturday and holiday jobs

- 1 We do not think that it is our responsibility to provide support for Saturday and holiday jobs for young people.
- 2 We know that we should support young people to have Saturday and holiday jobs, but we do not know how to do this within our current resources.
- 3 We are committed to exploring ways of supporting young people to have Saturday and holiday jobs, and we have started to work with some key partners to think about how we can make this happen.
- 4 We know what young people's work aspirations are and we are working with key partners and a range of employers to make Saturday and holiday jobs available. We support some young people to have these work opportunities but need to make this happen for all young people.
- 5 We actively plan with all young people to make sure that they have the opportunity to have Saturday and holiday jobs that support their work aspirations. We provide the right support to employers and young people to make this happen, and measure our success against this. We review the opportunities available for young people and work continuously to make new opportunities available.

- 5 There is a wide range of post 16 employment options including personalised study programmes, supported internships, apprenticeships, study, voluntary work, link courses, traineeships, supported employment, paid work and microenterprise

1	Our post 16 options include our traditional college courses and the services provided through social services.
2	We have started to think about other post 16 options that we could provide, but we don't have the right information, knowledge or experience to know what works or how to make it happen.
3	We have developed a strategic plan to improve post 16 options for young people. We have started to develop study programmes offering a personalised curriculum towards employment. This includes development partnerships with supported employment. We need to plan more effectively to provide a wider variety of opportunities, including supported internships, apprenticeships, traineeships and think about microenterprise and paid work.
4	We have a range of post 16 options available, and young people are increasingly able to choose the more non-traditional routes to paid work through study programmes. We are beginning to develop partnerships with supported employment, and expert job coaches are available to some young people. Information about these can be found in our Local Offer and provision is recorded in the young persons Education, Health and Care Plan, but success of initiatives may not be closely monitored.
5	We have a wide range of post 16 options available to our young people, and they are supported to find the right path for them. We have strong partnerships in place with supported employment, and all young people have access to job coaches. The variety of options available can be found in the Local Offer. The provision is recorded in the young person's Education, Health and Care Plan, and success and achievement is closely monitored.

Tick one box ✓

- 6 Young people have access to high quality supported employment or job coaching from age 14 which provides support at Preparing for Adulthood reviews, vocational profiling as part of single planning, into and in work experience and voluntary work, and into and in paid employment.

- 1 Young people don't have access to supported employment or job coaching. There is some support available in the Community and Voluntary Sector and we sign-post young people and families to this provision.
- 2 Some young people have access to supported employment or job coaching. It is up to schools, colleges and education providers whether this is available.
- 3 Some young people have access to supported employment or job coaching. It is up to schools, colleges and education providers whether this is available. It is available for young people from the age of 18 if they meet FACS or other criteria set through Health and Social Care.
- 4 Most young people have access to supported employment or job coaching through schools, colleges and education providers. This provision works with and is supplemented by services commissioned through Health and Social Care or DWP.
- 5 All young people have access to supported employment or job coaching through schools, colleges and education providers. This provision works with and is supplemented by services commissioned through Health and Social Care, and DWP.

7. Employment is addressed in the Education, Health and Care plans

- 1 We focus on targets to improve skills. Employment options and aspirations are not recorded in our Education, Health and Care Plans.
- 2 Our Education, Health and Care Plan has a section on Employment. We focus on developing access to work skills, rather than aspirations.
- 3 We know that our Education, Health and Care Plans should have information about employment aspirations and options and we are working to improve the way we record this information, as the outcomes we record do not reflect young people's aspirations around this.
- 4 Young people are consistently being supported to describe what is important to them, their aspirations for employment and the support they need around employment. These are clearly recorded in the young persons Education, Health and Care Plan and we are starting to see outcomes achieved reflecting this.
- 5 Education, Health and Care Plans for 16+ always include employment options. We work with young people to find out their aspirations and how best to support them around employment. The outcomes and actions recorded in the Plan support the young person to move towards these aspirations, and we ensure that responsibilities and provision are clearly described.

Housing and support

- 1 Young people have information advice and guidance on housing and support options

1	We do not routinely provide information about housing and support to young people. We answer the questions young people have if we can, and when we have time.
2	We know it is helpful to give people information about housing, and support and signpost them to where they can find information themselves.
3	We have leaflets and information about housing and support available for young people and can direct them to other sources of information such as our website. We are proactive in ensuring young people have plenty of good information but we may not routinely provide advice and guidance.
4	We proactively make sure that young people have good accessible information about the range of options available to them around housing and support, and provide good advice to them or direct them to other people or services to talk to.
5	We have information on the options available to them locally in a range of formats, making sure that it is accessible to all. We regularly review and update the information, ensuring that it is correct and current. We provide a range of ways for young people to have the advice and guidance they need individually, and work closely with providers and key partners to make sure that this is of the highest quality. The standard of this service is regularly reviewed with young people and their families.

- 2 Young people are supported to move into adult life with a range of housing and support options that promote independent living

1	We focus on assessed need to promote independence. We do not support young people to choose where and with whom they live.
2	We focus on improving independent living skills, and have systems in place to monitor progress. We know that we should talk about options that young people have, but we do not have the knowledge and skills to do so.
3	We are committed to supporting young people to live happily and safely in their own homes. We refer or signpost to services that we know of and describe what is available in our Local Offer.
4	We know that there are a range of options available to young people, but we tend to stick with residential or supported living. We are actively exploring how other options can work and how we can ensure that they are available locally for our young people. Our local housing strategy reflects the needs of young people with SEND.
5	<p>Our housing strategy supports young people with SEND and as a result, we have a range of options available locally including:</p> <ul style="list-style-type: none">• Supported accommodation.• Living with friends.• Living with family.• Shared lives.• PAs.• Shared ownership.• Own home. <p>Young people are supported to understand what the options mean and how this can happen for them. Stories about how each option works for young people are collected and shared locally. Information about the options available locally is recorded in the Local Offer. We review and update this information regularly.</p>

3 Housing and support is addressed in the Education, Health and Care Plans

- 1** We focus on targets to improve skills. Housing and support is not recorded in our Education, Health and Care Plans.
- 2** Our Education, Health and Care Plan has a section on housing and support. We focus on developing independent living skills.
- 3** We know that our Education, Health and Care Plans should have information about housing and support, and we are working to improve the way we record this information, as the outcomes we record do not reflect young people's aspirations around this.
- 4** Young people are being supported to describe what is important to them and the support they need around housing and support. They are also supported to voice their aspirations for the future about where they will live and with whom. We are starting to see outcomes which reflect this.
- 5** We work with young people to find out what is important to them and how best to support them around home and independence. We also record their aspirations for housing and support as they move into adult life in the Education, Health and Care Plan. The outcomes and actions recorded in the Plan support the young person to move towards these aspirations, and we ensure that responsibilities and provision are clearly described. Success is measured to make sure that young people live where and with whom they wish and have the right support to be as independent as possible.

Health

1 Young people know what they are entitled to and how to get it

1 Young people do not know what they are entitled to as they move into adult health care.

2 We know that young people have the right to know what they are entitled to but we don't record and share this information.

3 We are committed to supporting young people to live healthy lives. We refer/signpost them to any services they might need and encourage them to have regular health checks.

4 We have detailed information about health provision in the Local Offer, and we are working with young people to help them to learn and understand what their health entitlements are as they move into adulthood. They leave school with a Health Action Plan and are able to use a personal health budget. This is recorded in the Education, Health and Care Plan.

5 Young people know what they are entitled to as they move into adult health care, and information about this is detailed in the Local Offer. Young people leave school with a Health Action Plan, have the right support to access what they need. Provision is recorded in the Education, Health and Care Plan. They are able to use a personal health budget and services are commissioned jointly where possible. We monitor and review this and measure our practice against this.

2 There are clear pathways to good health and wellbeing, including mental health

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| 1 | We do not have clear pathways from child and adolescent health and child and adolescent mental health to adult health and mental health services. |
| 2 | We understand the importance of establishing clear pathways to health care and this is going to be detailed in our multi-agency transition protocol. |
| 3 | Our transition protocol has clear pathways for health and mental health, and we are beginning to see the impact of this in practice. We are exploring ways of discovering what good support looks like for young people around health and mental health. Our support to good health and mental health is not always as robust as it could be and childrens and adult services do not always work together. |
| 4 | Our transition protocol has clear pathways for health and mental health and we know what matters to individual young people and their families and how they want to be supported. This is recorded in the Education, Health and Care Plan and we are working towards paediatric and adult services working better together across health and social care. |
| 5 | We have clear and effective pathways to mental health care and support, which is detailed in our multi-agency transition protocol, and provision is described in our Local Offer. Paediatric and adult health, and social care providers work closely with young people and their families to ensure consistency of good support and information. Key working is available to support young people to move from Paediatric to adult health services. We know what matters to young people about their mental health and wellbeing and how they want to be supported. This is detailed on the Education, Health and Care Plans, and outcomes and actions are measured for success. |

3 Support for good health is addressed in the Education, Health and Care Plan

- 1** The Education, health and care plan only really focuses on education. We don't work with health to develop Education, Health and Care Plans.
- 2** We know we should be including good support around health in Education, Health and Care Plans but we are not sure we know how to do this and we don't work closely enough with health care agencies to enable us to do this well.
- 3** We are developing closer relationships with health and social care agencies and learning with them how to effectively use Education, Health and Care Plans to record what good support looks like around health and starting to base shared outcomes on this.
- 4** We have close relationships with health and social care agencies and we work together to develop all Education, Health and Care Plans that describe what good support looks like. We know we need to support young people to have control over their health as they move into adult services and we are implementing this.
- 5** Education, Health and Care Plans for 14+ always include support to achieve and maintain good health. We work with young people to find out what is important to them, and how best to support them around their health, including making decisions around health. The outcomes and actions recorded in the plan support the young person to have control over their own health care and support them in transition from child health services to adult services, and we ensure that responsibilities and provision are clearly described.

Friendships, relationships and community

- 1 Young people have information, advice, guidance and support on friends, relationships and being part of the community

- 1 We do not see it as our role to provide information about friends, relationships and community inclusion to young people. We answer the questions young people have if we can, and when we have time.
- 2 We have leaflets and information about what is available for young people in the community and can direct them to other sources of information such as our website. We do not think about friends and relationships, apart from what the curriculum covers in PHSE.
- 3 We are starting to work with key partners to gather information, as well as where advice and guidance can be accessed about friends, relationships and community inclusion.
- 4 Our Local Offer describes what is available locally for young people in terms of information, and where they can go to get advice and guidance. This is available in different formats, ensuring that it is accessible for all young people.
- 5 We provide good, accessible information about friends, relationships and community inclusion, which can be found in our Local Offer. This was developed with key partners, as well as young people and families. We also provide information about advice and guidance about friends and relationships and see this as an important part of moving into adult life. We regularly review the information, advice and guidance we provide with young people to make sure that it is updated to reflect what is important to young people. All young people know where to go to get the support they need, and they are visible leaders within their community.

- 2 Young people have a range of options that support them to move into adult life with friends, relationships and community inclusion

1 Young people have friends from school and college and we do not see it as our role to interfere with those relationships. They access their community with support from their education provider, social services or their families.

2 We realise that young people might want to meet and make more friends in their community, but we can't see how to do this. We are not sure how we would begin to find out the people and places that are important to young people.

3 We are committed to making sure that young people have the support they need to maintain existing friendships and relationships, as well as to make new ones. We are looking to develop more opportunities to support those friendships within the community by ensuring that they have a range of options to meet individual interests.

4 We have developed a range of options available to young people to support them to move into adult life with friends, relationships and community inclusion. Our employment and housing strategies support each other and promote social opportunities for young people. As a result, we are beginning to see young people have increased opportunities to actively take part and contribute to community life.

5 Young people have the right support to maintain and make friends and relationships. We work closely with young people, their families and other key partners within the community to create a wide range of options for young people to meet and be included in community activity. These reflect the things that are important to young people. We know that we are successful because young people are visible within their community and are recognised for their contributions.

3 Friends, relationships and community inclusion is addressed in Education Health and Care Plans

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| 1 | Our Education, Health and Care Plans do not address friends, relationships and community inclusion. |
| 2 | We have a section in our Education Health and Care Plan to record information on friends, relationships and community inclusion, but our focus is more on educational targets and keeping young people healthy and safe. |
| 3 | We have started to become more proactive in this area of our Education, Health and Care Plans because we recognise that young people could become lonely and isolated if we don't. We still are not seeing aspirations and outcomes recorded for all young people in this area. |
| 4 | Young people are supported to describe their aspirations around friends, relationships and community inclusion, as well as what is important to them and how best to support them. We are starting to see outcomes and actions recorded which support these. |
| 5 | As one of the four life outcomes, we place equal importance in the Education, Health and Care Plan on friends, relationships and community inclusion as we do on the other three. We record the people and places that are important to the young person, record young people's aspirations around this and ensure that the outcomes and actions recorded support young people to move towards their aspirations. Provision and responsibilities are also recorded in the Plan. Success is measured to ensure that young people achieve a full life with friends, relationships and community inclusion. |

Section 5

Develop outcome focused multi-agency commissioning strategies that are informed by the voice of young people and families

- 1 Young people and their families can see how their aspirations and outcomes are feeding into changes in commissioning

1 There is no connection between the commissioning decisions made and the aspirations or outcomes of young people.

2 We know we should be linking commissioning to outcomes and aspirations but families are not informed or consulted upon to see how their aspirations/outcomes inform commissioning in any coordinated way.

3 We are starting to learn how we can feed information from young people and families into the commissioning process, and exploring how we can get better involvement from young people and families directly.

4 Young people and families are regularly asked for their aspirations and outcomes and know this is to inform commissioning. A few representative family members and young people are a valued part of a consultation process but we know we should include more/different people sometimes.

5 Young people and families can see a direct link between the things that they and their peers aspire to in the future and commissioning decisions that are made. New supports and services are designed and made available that young people want to use and find helpful. Their ideas and opinions are asked for and paid attention to and how services are commissioned and developed is described in the local offer including how young people and families can get involved if they wish.

Tick one box ✓

- 2 There is a clear and direct link between what is described in Education, Health and Care Plans and the commissioning decisions that are taken

1 Education, Health and Care Plans are not used to inform commissioning. We do not see a correlation occurring between the two.

2 We know we should use information from Education, Health and Care Plans to inform commissioning, we just don't know how to do this or have time or resources to do so.

3 We are developing an approach or strategy for obtaining information from Education, Health and Care Plans to inform commissioning and we intend to shape commissioning plans based on this in the future.

4 We are working closely with Health, Education and Social Care to obtain information from Education, Health and Care Plans to inform commissioning. We need to make this more transparent and open a process so young people and families can see the link between their plans and decisions made.

5 There is a robust process in place for co-producing commissioning plans such as Working Together for Change. The decisions that are made can be traced right back to the individual outcomes described in Education, Health and Care Plans and is completely transparent and open, involving representation from young people and families. Health, Social Care and Education services work together as equal partners with voluntary services and place equal value on the Education, Health and Care Plans.

- 3 Communities are actively involved in commissioning. There is integration of health and social care commissioning

1	Communities are not involved in commissioning.
2	We know we should involve community groups in commissioning but we do not have time to consult with them or know who to involve.
3	We know who to involve in commissioning and we have started to explore this, but we do not yet have a consistent and reliable process to enable us to do this.
4	We regularly consult local community groups when taking commissioning decisions and we value their input. We are not yet consistent in involving them in delivery of support but working towards this.
5	Commissioning decisions are co-produced including broad representation from community groups and organisations. Projects and new developments involve key members of the community and are understood to be a valued part of delivery of support, not just for consultation. The Local Offer accurately describes and evolves community contributions. We have an active commissioning participation strategy that seeks the views of parents / carers and children/young people with SEND.

Summary of actions

Section 1 - Develop a shared vision of improving life chances with young people, families and all key partners across education, health, social care, employment and housing	What we want to work towards (the next statement in the section)	What we are going to do (action)	Who will be responsible for this (name)	When this will be achieved (date)
1 All key partners, including young people and families contribute to the development of the vision				
2 Everybody knows 'what good looks like' in all areas of the shared vision				
3 We have a common understanding of life chances – i.e., that young people have employment, housing and support, good health and friends, relationships and community and why it matters				
4 Everyone is clear about their role in working towards the vision				
5 The vision influences the practice of all key partners				
Section 2 - Raise aspirations for a fulfilling adult life, and share information about what is possible and what has worked for others				
1 Children and young people have high aspirations for their future				
2 Families and those who care for young people have high aspirations for young people from birth				
3 Communities have high aspirations for all children and young people and create inclusive communities				
4 Education providers have high aspirations for all children and young people				
5 Those working with young people have high aspirations for them				
6 The Local Offer reflects best practice locally and nationally and includes evidence based support that will lead to the four preparing for adulthood outcomes				
7 Education, Health and Care plans reflect the aspirations of young people and their families				
Section 3 - Develop a personalised approach to all aspects of support using person-centred practices, personal budgets and building strong communities				
1 Young people will know about, and have experience of using person-centred practices				
2 Families will know about, and have experience of person-centred practices				
3 Communities will know about, have experienced and be able to talk to others about person-centred practices				
4 Education providers will be using person-centred practices				
5 Person-centred practices inform a young person's curriculum				
6 Those working with young people will use person-centred practices				
7 Person-centred practice are used to help develop Education, Health and Care plans				
8 Young people are supported to use personal budgets to achieve better life outcome				

Section 4 - Develop post 16 options and support that leads to employment, independent living, good health, friends, relationships and community inclusion	What we want to work towards (the next statement in the section)	What we are going to do (action)	Who will be responsible for this (name)	When this will be achieved (date)
Employment 1 Young people have information, advice and guidance on options available 2 There is a range of purposeful work experience available for young people 3 Young people have activities related to employment available during school holidays 4 Young people have opportunities and support to get Saturday and holiday jobs 5 There is a wide range of post 16 employment options including; personalised study programmes, supported internships, apprenticeships, study, voluntary work, link courses, traineeships, supported employment, paid work and microenterprise 6 Young people have access to high quality supported employment or job coaching from age 14 which provides support at Preparing for Adulthood reviews, vocational profiling as part of single planning, into and in work experience and voluntary work, and into and in paid employment 7 Employment is addressed in the Education, Health and Care Plans				
Housing and Support 1 Young people have information, advice and guidance on housing and support options 2 Young people are supported to move into adult life with a range of housing and support options that promote independent living 3 Housing and support is addressed in the Education, Health and Care Plans				
Health 1 Young people know what they are entitled to and how to get it 2 There are clear pathways to good health and wellbeing, including mental health 3 Support for good health is addressed in the Education, Health and Care Plans				
Friendships, relationships and community 1 Young people have information, advice, guidance and support on friends, relationships and being part of the community 2 Young people have a range of options that support them to move into adult life with friends, relationships and community inclusion 3 Friends, relationships and community inclusion is addressed in Education, Health and Care Plans				
Section 5 - Develop outcome focused multi-agency commissioning strategies that are informed by the voice of young people and families				
1 Young people and their families can see how their aspirations and outcomes are feeding into changes in commissioning 2 There is a clear and direct link between what is described in Education, Health and Care plans and the commissioning decisions that are taken 3 Communities are actively involved in commissioning. There is integration of health and social care commissioning				

Detailed action plan

Top priority

Why is this your top priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Detailed action plan

Next priority

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

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Detailed action plan

Next priority

First steps

Who

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Next priority

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What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Resources



Section

Section 1 Develop a shared vision of improving life chances with young people, families and all key partners

Publication

Delivering support and aspiration
www.preparingforadulthood.org.uk

Section 2 Raise aspirations for a fulfilling adult life, and share information about what is possible

Supporting Young People with Disabilities through the Transition to Adulthood. By Suzie Franklin and Helen Sanderson. Foreword by Nicola Gitsham.
Delivering support and aspiration
www.preparingforadulthood.org.uk

Section 3 Develop a personalised approach to all aspects of support using person centred practices, personal budgets and building strong communities

Personalisation in Practice – Supporting Young People with Disabilities through the Transition to Adulthood. By Suzie Franklin and Helen Sanderson. Foreword by Nicola Gitsham.
A Practical Guide to Delivering Personalisation Through Effective Teamwork. By Helen Sanderson and Mary Beth Lepkowsky.
A Guide to Using Person-Centred Practices in Schools – Delivering support and aspiration
www.preparingforadulthood.org.uk
The Preparing for Adulthood Review. A Good Practice Toolkit www.preparingforadulthood.org.uk

Section 4 Develop post 16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion

Creating person-centred organisations – strategies and tools for managing change in health, social care and the voluntary sector
www.jkp.com
Choice and control for all – Groundswell Partnership www.helensandersonassociates.co.uk/whats-new/a-paper-by-helen-sanderson-sam-bennett-simon-stockton-and-jaimie-lewis-showing-how-person-centred-thinking-is-central-to-individual-service-funds.aspx
Getting a Job, Getting a Life and Getting it Right– Six Ways to Support Young Disabled People into Work by Nicola Gitsham, Helen Sanderson and Linda Jordan with Jamie Lewis and Freya El Baz
Pathways to Getting a Life: Transition planning for full lives 2011 www.gettingalife.org.uk

Section 5 Develop outcome focussed multi-agency commissioning strategies that are informed by the voice of young people and families

Delivering support and aspiration
www.preparingforadulthood.org.uk
Delivering support and aspiration
www.preparingforadulthood.org.uk



Web resources/free downloads

Resources from the Getting a Life programme www.gettingalife.org.uk
Publications and resources from the Preparing for Adulthood programme www.preparingforadulthood.org.uk
Special Needs Jungle www.specialneedsjungle.com
Examples of how to develop a shared vision from SEND pathfinders www.sendpathfinder.co.uk
Young Person's Guide to Children and Families Bill <https://www.gov.uk/government/publications/the-young-persons-guide-to-the-children-and-families-bill>
Information and resources about improving transition to adulthood www.transitioninfonet.org.uk



Courses or consultancy

Regional support provided by Preparing for Adulthood www.preparingforadulthood.org.uk
Progress for Providers Preparing for Adulthood and training and support www.helensandersonassociates.co.uk
Achieving good lives programme www.ndti.org.uk

Preparing for Adulthood reviews and developing person-centred outcomes www.helensandersonassociates.co.uk
Achieving good lives programme www.ndti.org.uk

Range of courses to support SEND reforms www.helensandersonassociates.co.uk
Community Circles
E-learning – an e-learning package that enables you to learn about and use 12 of the person-centred thinking tools andy@hsapress.co.uk
Achieving good lives programme www.ndti.org.uk

Just Enough Support www.helensandersonassociates.co.uk
Achieving good lives programme. www.ndti.org.uk

Information, resources, case studies and more www.preparingforadulthood.org.uk
Ambitious About Autism www.ambitiousaboutautism.org.uk British Association for Supported Employment <http://base-uk.org>
Community Circles <http://communitycirclesblog.wordpress.com>
Inclusion Web www.ndti.org.uk/what-we-do/community-inclusion/the-inclusion-web/
Just Enough Support film www.in-control.uk/5020asp
Think Local Act Personal www.thinklocalactpersonal.org.uk/
Removing barriers, promoting independence <http://www.councilfordisabledchildren.org.uk/resources/our-partners-resources/removing-barriers-promoting-independence>
The Employer Toolkit <http://www.employer-toolkit.org.uk>
Into Higher Education 2014 <http://www.disabilityrightsuk.org/sites/default/files/pdf/IntoHE2014.pdf>
From the pond into the sea – children's transition to adult health services <http://www.cqc.org.uk/content/teenagers-complex-health-needs-lack-support-they-approach-adulthood>
NHS continuing healthcare http://www.preparingforadulthood.org.uk/media/376699/nhs_chc_easy_read_public_information_leaflet_-_2014.pdf
Accessible guide to Supported Internships http://www.preparingforadulthood.org.uk/media/341562/supported_interships_guidance_for_learners_8th_april_2014.pdf
Factsheet on Study Programmes http://www.preparingforadulthood.org.uk/media/309641/factsheet_study_programmes.pdf
Briefing paper for post 16 providers http://www.preparingforadulthood.org.uk/media/258757/briefing_for_post-16_providers_-_planning_a_curriculum_for_learners_with_learning_difficulties_and_disabilities.pdf
SEND Pathfinder Information Packs and Resources www.sendpathfinder.co.uk
Turning young lives around <http://www.prisonreformtrust.org.uk/Publications/vw/1/ItemID/168>
The SEN reforms: what further education providers need to know and what they need to do http://www.preparingforadulthood.org.uk/media/313928/countdown_to_change_fe_final.pdf http://www.preparingforadulthood.org.uk/media/376699/nhs_chc_easy_read_public_information_leaflet_-_2014.pdf

Working Together for Change www.helensandersonassociates.co.uk
Achieving good lives programme www.ndti.org.uk

Joint Commissioning www.preparingforadulthood.org.uk
Best Practice Guidance for Local Commissioners <http://base-uk.org/knowledge>
Better Lives:Families and Personalisation Programme <http://www.ndti.org.uk/who-were-concerned-with/children-and-young-people/families-young-people-and-getting-the-best-from-the-personalisation-process/>
<http://communitycirclesblog.wordpress.com>
Working Together for Change: Using person-centred information for commissioning <http://www.thinklocalactpersonal.org.uk/Browse/marketdevelopment/coproducing?parent=8566&child=5802>
Working Together for Change: Examples from the East Midlands <http://www.thinklocalactpersonal.org.uk/Regions/EastMidlands/CMD/PCC/>
TLAP resources: Working with people using services, carers and local citizens <http://www.thinklocalactpersonal.org.uk/Browse?coproduction/Workingwithpeopleusingservices/>
Making it Personal: How to commission for personalisation – guidance for commissioners and others in children's services <http://www.opm.co.uk/publications/making-it-personal-how-to-commission-for-personalisation-guidance-for-commissioners-and-others-in-childrens-services/>
SEND Pathfinder Information Pack Joint commissioning www.sendpathfinder.co.uk/.../SEND_Pathfinder_Joint_Commissioning_