

## **Script for Video: The 4 pathways to adult life for young people with SEND**

### **Title slide**

This recording is part of a series of short videos to support families to help their young person to prepare for adult life. This introductory video aims to give a general overview of the 4 main areas which are important for families and practitioners to focus on from as early as possible.

### **Slide 2**

Following the Children and Families Act of 2014, the Special Educational needs and Disabilities Code of Practice says that professionals working in education, health and social care 'should support children and young people with special educational needs (or SEN) or disabilities to prepare for adult life.'

SEND Code of Practice 2015, introduction to chapter 8.

### **Slide 3**

Planning must be centred around the individual and explore the child or young person's hopes and dreams, what they enjoy and what they are good at, what they want to do when they leave post 16 education or training and the support they will need to achieve this.

SEND Code of Practice 2015, paragraphs 8.1 and 8.8

### **Slide 4**

For young people with Education, Health and Care (or EHC) plans, the SEND Code of Practice says:

'Local authorities must ensure that the EHC plan review at year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for reviews before year 9 to have this focus too.'



## Slide 5

This focus needs to be clearly reflected in the contents of the EHC plan itself.

As the SEND Regulations state:

'Where the child or young person is in or beyond year 9, the EHC plan must include within the special educational provision, the health care provision and social care provision specified, provision to assist the child or young person in preparation for adulthood and independent living.'

## Slide 6

The SEND Code of Practice highlights four main areas, or pathways as they are often referred to, which discussions should focus on and which would need to be reflected in an EHC plan.

## Slide 7

The first pathway concerns helping a young person to prepare for employment and/or for more education or training.

The second is about independent living, this means young people having choice, control and freedom over their lives and over their support, their accommodation and living arrangements.

The third pathway concerns supporting a young person to take an active part in the community, being able to get out and about and do things with friends.

And the final pathway focusses on the need for a young person to know how to stay healthy and well as they get older.

So let's look at each main area in a bit more detail.

## Slide 8

For the first area, discussions could explore

support for the young person to prepare for further learning, this might include exploring bespoke post 16 packages which may best support children and young people with more complex needs. When a young person has chosen a college or other post-16 destination, it's important that their support needs are shared as early as possible, to make sure that the provider can support the young person appropriately from when they start.

In this first pathway, training options should be discussed such as supported internships or apprenticeships



or support for setting themselves up in their own business.

### **Slide 9**

Discussions should cover support in finding a job and learning how to do a job for example, through work experience opportunities or the use of job coaches. A vocational profile is an effective person-centred tool for supporting the young person to take part in conversations around what is important to them in terms of a job.

Also, discussions should help the young person to understand any welfare benefits which they may be entitled to when they are in work, like Universal Credit or Access to Work.

### **Slide 10**

The second area means exploring support for helping a young person to weigh information and make choices. It means exploring what decisions young people want to make for themselves and planning their role in decision-making as they get older.

### **Slide 11**

This also means discussing where the young person wants to live in the future, who they'll live with and what support they will need to do this. It means discussing local housing options and support in finding accommodation. Housing benefits and social care should also be explained.

### **Slide 12**

The third pathway focusses on supporting the young person to take part in the community, including helping them understand transport support like travel training. Also, mobility support like the Motorability scheme which helps disabled people get access to a car or scooter or powered wheelchair.

It means discussing how they can find out about local social and community activities, and opportunities for young people to be involved in local and wider decision-making which can impact on their lives. For example, explaining our local SEND Young Person's Network, the Youth Parliament or the Department for Education's national young SEND advisory group called FLARE.

### **Slide 13**

The third area also includes exploring support to help the young person to make and keep relationships and friendships and also how to keep themselves safe communicating with others online.

### **Slide 14**

The final pathway focusses on ensuring the young person understands how to keep themselves healthy and well as they get older and what support they might need to do this. This includes support to help them understand how their bodies work, what a healthy diet looks like and the importance of regular exercise.

If the young person has a learning disability, then discussions need to include explaining annual health checks, what they involve and how to get one.

### **Slide 15**

For young people already involved with paediatric children's services, discussions will need to include planning with health services around their transition to adult health care. And importantly, helping the young person to understand which health professionals will work with them when they are an adult. Planning well-supported transitions to adult services is vital to make sure the young person can stay as healthy as possible in adult life.

### **Slide 16**

So who might be having these discussions with a young person about preparing for adult life?

Often, these conversations take place in school, and may be led by a member of staff or a careers adviser. All secondary schools and colleges are expected to have a careers programme with opportunities for work experience and access to a personal careers adviser.

Young people who are in year 11 and 12 and who are not in employment, education or training, or who are at risk of this, may have the support of a Young Person's Worker or Coach through Early Help.

Or a young person may have access to a job coach through the charity Inspire's Youth Employment Service

Or a health or social care professional who is already working with your child may be involved in these discussions.

## Slide 17

A word now about the Care Act of 2014 and how this fits into supporting a young person to prepare for adulthood. Like the Children and Families Act, the Care Act puts an emphasis on person-centred practice and promotes an individual's wellbeing.

It focusses on areas which overlap with the 4 pathways to adult life described in the SEND Code of Practice.

## Slide 18

The Care Act focusses on an individual's

Physical, emotional and mental health

Their control over their everyday life and support

Their participation in work, education, training or recreation

Their social and economic wellbeing

Domestic, family and personal relationships

The suitability of their living accommodation

And their contribution to society.

## Slide 19

The Care Act says that:


Local authorities must carry out an assessment of a child's needs, also known as a transition assessment, where this would be of significant benefit to the child, and if it is likely they will have care and support needs when they turn 18.

An assessment can be requested at any time ahead of their 18<sup>th</sup> birthday. However, the local authority can be flexible with the timing of the assessment and will decide whether and when there is significant benefit to assessing needs.

## Slide 20

When it comes to young people with Autism, the SEND Code highlights that school SENCOs and the person responsible for SEN in college, have a duty 'to inform young people with autism of their right to a **community care assessment** and inform their parents of their right to a carer's assessment.

Where a young person with autism has an EHC plan this should be built into their preparing for adulthood reviews' from at least year 9 onwards.



This is in line with the statutory guidance supporting the implementation of the Adult Autism Strategy. This guidance identifies young people with Autism as individuals who may not have needed social care and support as a child but who may have care and support needs in adulthood.

### **Slide 21**

For young adults over 18 years the Care Act states:

Where it appears they may have needs for care and support, the local authority must assess

Whether the adult does have needs for care and support, and

If the adult does what those needs are.

### **Slide 22**

The SEND Code of Practice recognises that some young people may need support from an independent or impartial professional to ensure that their views are heard and valued and at the centre of their plans for preparing for adult life. It states that:

‘Local authorities should ensure that young people who need it have access to this support.’ (SEND Code of Practice, para 8.18)

For example, a young person with communication difficulties may need a trained practitioner to use Talking Mats with them, to support them to share their views and thoughts. Or a young person might benefit from the support of an independent advocate. In our county of Suffolk, advocacy is organised through the umbrella organisation PohWer.

Or a young person might like support from our impartial SENDIAS service, whether they want help in understanding their options or support in sharing their views and their hopes and ambitions for the future.

### **Slide 23**

This video was created by Suffolk SENDIASS, but every county will have an impartial and confidential SEND information, advice and support service.