



In partnership with



Supporting Staff who work with Young People Preparing for Adult Life: a guide



**Advice and Guidance on Workforce Development for
Social Care, Education and Health Services working with
young people aged 14-25 with SEN and Disabilities**

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1. Supporting Staff Working with young people preparing for adult life: a summary

The Children and Families Act 2014 and the Care Act 2014 have significantly changed both policy and expectations around how services work with and support young people with special educational needs and disabilities (SEND) as they move into adulthood. These changes have major implications for the workforce in social care, education, healthcare and beyond.

The Government-funded Preparing for Adulthood programme has been helping local authorities and their partners prepare for and implement these changes.

This guide should be read with the short document '[Supporting Staff Working with Young People Preparing for Adult Life: A Summary](#)' which introduces this guide and summarises the headline issues of things that those responsible for workforce development need to consider if local practice is to really change.

Both the Summary and this Guide have been endorsed by Skills for Care and Skills for Health.

This guide is aimed at employers and staff within **education services** - schools, further education colleges and local authority; **social care** within both children's and adult services; and **health services** - community, specialist, hospital and primary care. It includes interfaces to other services such as housing, transport, employment and leisure.

2. Introduction and purpose of the guide

There are significant changes happening in the 14-25 sector that will impact on the range, type and quality of support available to young people with special educational needs and disability (SEND) as they prepare for and enter adult life. The central message from the reforms is a clear focus on positive life outcomes for all young people: opportunities to succeed in education and work; to live independently and healthily; to have relationships and friendships; and be included and involved in their communities. Raising aspirations for disabled young people and those around them, and delivering integrated, forward looking support to enable them to reach their goals and have choice and control over their life, is essential.

The delivery of these changes will have a significant impact across the workforce for staff working with young people with SEND, requiring a different focus and way of working together. This guide will help employees and employers with developing competency and confidence in working in these different ways with young people.

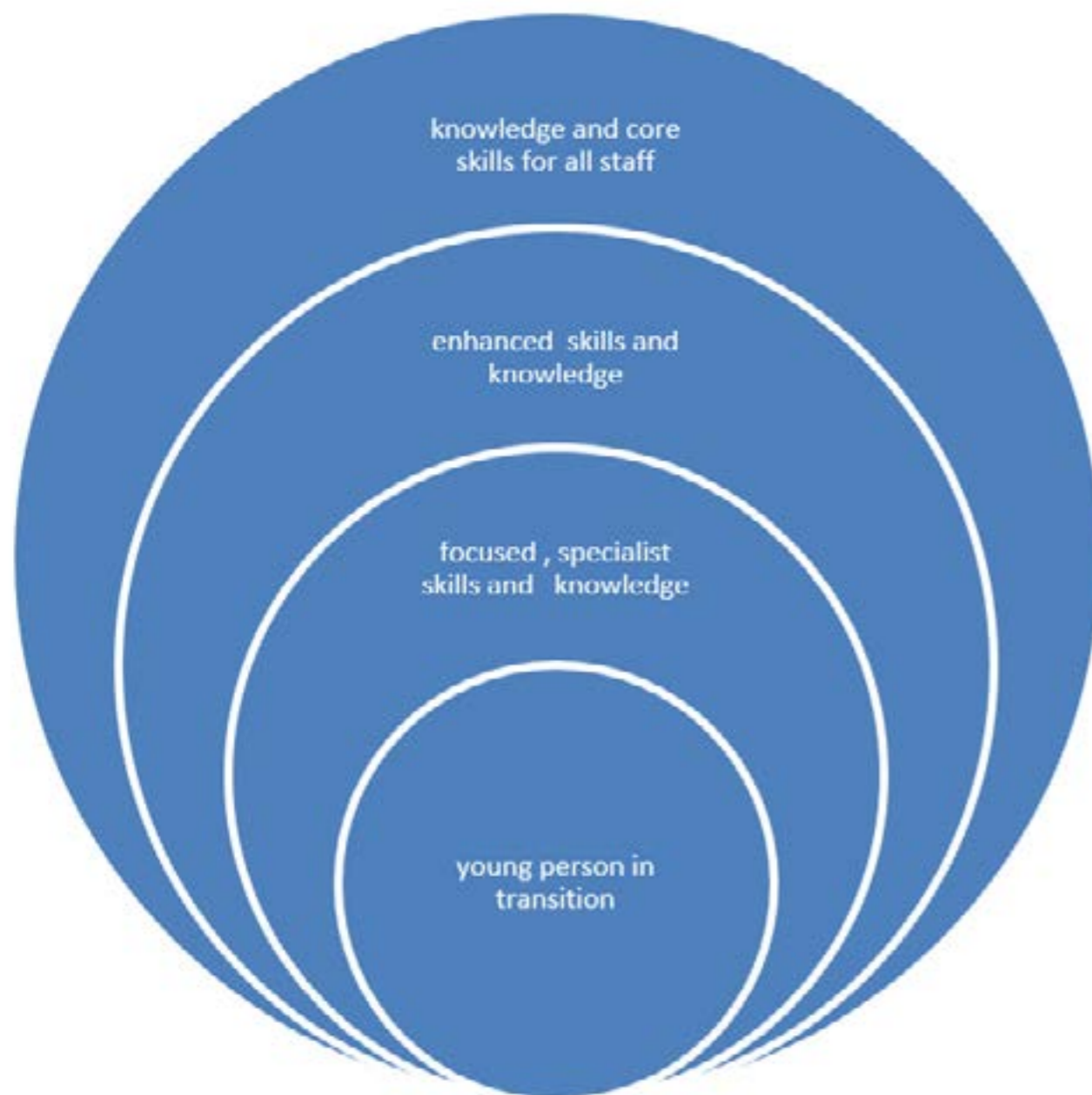
The guide aims to offer overarching workforce support and development guidance. This incorporates evidence and common core messages across the sectors, to help employers develop good practice over young people's preparation for, and transition to adult life.

It is recognised that the involvement, impact and influence that these workers have on young peoples' lives will be different for each young person and can change at specific points as they grow up. Hence workforce development support can be usefully framed at 3 levels:

Universal – awareness raising and knowledge of all staff working with and for young people, including at a strategic level.

Enhanced – for staff who are directly impacted by the new ways of working in some aspects of their role.

Focused – for staff whose role is predominantly providing frequent and direct care, support or education for young people or whose focus is coordination of EHC processes, assessments and preparation for adulthood.



2.3 Key policy and legal drivers

There are many legislative and policy changes being implemented that will affect the lives of young people with SEN or disability, and their families. The two pieces of legislation that will have the greatest influence on changing support for disabled young people preparing for adulthood are Part 3 of the Children and Families Act 2014, which focuses on a system of support for children and young people with SEND ages 0-25 years, and Part 1 of the Care Act 2014 which focuses on adults over the age of 18 with care and support needs. This means there will be a group of young people aged 18-25 who will be entitled to support through both pieces of legislation. In addition, both pieces of legislation require a focus on supporting young people with SEN or disability and their carers to prepare for their transition to adulthood.

Appendix 7.1 outlines further information on the key elements in both Acts that relate to preparing for adulthood and supporting young adults.

A number of other policy changes sit alongside these, such as:

- The raising of the participation age, requiring young people to remain in some form of education or training until their 18th birthday.
- The introduction of Study Programmes for all young people post 16, tailored to their needs and prior attainment and their educational and career aspirations. For young people with SEND, the programme should help them to prepare for adulthood, including supporting their progression into work or further study and offering other non-qualification activities to help them move into adult life.
- The education funding reforms which aim to simplify the local funding system and introduce a new approach to high needs funding that will help to improve transparency, quality and choice for young people and their families.
- The "right to have" a personal health budget for people who are eligible for NHS Continuing Healthcare and children's continuing care and other people who may benefit. A personal health budget is to support a person's identified health and wellbeing needs and may be linked with funding from Local Authorities to meet an individual's care and educational needs.
- The extension of the offer of comprehensive Annual Health Checks to young people with learning difficulties aged 14-17.
- The establishment of new ways of funding palliative healthcare support from August 2015.
- Transforming care – various responses to the serious failings at Winterbourne View.

Linked themes from legislation

There are many places where the duties in the Children and Families Act and the Care Act link and overlap. For young people with SEND preparing for adulthood there will be an impact from both pieces of legislation and a focus on effective links between children's and adult services to ensure continuity of their support.

The emphasis in both Acts is on outcome focused, person-centred practice for assessment, planning and support, joint processes as well as co-production and integrated approaches to planning and commissioning.

The reforms focus on the following themes:

- Working towards clearly defined life outcomes
- Engagement and participation of parents/carers, young people and adults
- Joint commissioning and investment
- Developing a local offer of support
- Providing transparent, accessible information about support options
- Coordinated assessments, including carer's assessments, and Care Plans
- Personalisation and personal budgets
- Promoting better choice and control over care and support for young people and families

Preparing for Adulthood have produced a fact sheet outlining in more detail the links and comparisons between the two Acts with regard to young people moving into adulthood: <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>

2.4 Preparing for Adulthood Programme - key messages

Preparing for adulthood is a key element of the reforms that cuts across all of these themes. The Preparing for Adulthood Programme aims to support young people with SEND to move into adulthood with fulfilling lives by working with local areas to share and support use of best practice in the preparation for adulthood aspects of the reforms. It focuses on four key life outcomes which are vital in ensuring young disabled people are prepared for adulthood:

- **Paid employment** - including self-employment, or higher education
- **Good health**
- **Independent living** – choice and control over your life and support and good housing options
- **Community inclusion** – friends, relationships and being part of your community.

These outcomes are also included and emphasised in the “wellbeing” principle which underpins the Care Act.

The Preparing for Adulthood programme offers a range of support and resources to help implement the transition aspects of the SEND reforms for 14-25 year olds: <http://www.preparingforadulthood.org.uk/resources>.

2.5 Delivering the changes – what this means in practice for the workforce

The effective delivery of these changes has consequences for many aspects of workforce knowledge and ways of working and clearly require a shift in the focus of workforce development and staff training.

A new set of competencies and requirements become important including a detailed understanding of person centred approaches; a focus on quality outcomes; knowledge and information about local supports and how to achieve community inclusion through maximising access to community resources; a coordinated approach and an in depth understanding of participation and co-production and how the voice of young people and their families will influence and steer all aspects of services and support.

The sections in this guide discuss these competencies and requirements and explores how those responsible for workforce development and staff management can achieve these changes. It offers suggestions and links to resources in Section 3 on how to build the required skills and knowledge of the individuals who make up the workforce and in Section 4 how to change organisational practice to support and enable staff to work differently.

3. Building workforce skills and knowledge

Workforce skills and knowledge: what competencies and qualities organisations need to recruit and train for when building a workforce to support preparation for adulthood.

3.1 Voice of young people and families

Views from young people - What makes a good supporter?

Somebody who is on the same level – good communication – they can talk to you and are trustworthy and don't hide information.

Why this is important

The vision of these changes is that we always start from what is important to each young person; finding out their views, strengths, aspirations and interests, so that they have as much control as possible over their life and support. To do this workers need to use a range of approaches to communication, and be able to access specialised techniques and equipment, that will enable the person's voice to be clearly heard, whether spoken or not, as well as the voice of their families and carers.

The provision of clear information to young people and their parent carers is vital in enabling them to make informed choices and supported decisions about their life. Both the Children and Families Act and the Care Act require local authorities to provide information and advice directly to young people with SEND, as well as to parents and carers. The Children and Families Act gives specific decision making rights about EHC plans to young people directly, rather than to their parents, from the end of compulsory school age (the end of the academic year in which they turn 16), subject to their capacity to do so as set out in the Mental Capacity Act 2005. It is vital that young people are prepared and supported to make these important decisions

Haydn's story, (link below), describes one young man's experience of a successful transition and demonstrates some key workforce skills about understanding the importance of the young person's communication, building and maintaining trust and responding creatively to support Haydn's individual needs and interests. <http://preparingforadulthood.org.uk/resources/stories/haydns-story>

The skills, competencies and knowledge that workers need	Useful resources and tools
<p>Skills:</p> <ul style="list-style-type: none"> • Understand and explore how the young person communicates and how to communicate with them. • Understand the use of communication charts and tools to communicate. • Use clear and accessible language and formats - Ordinary language and images rather than professional jargon. • Actively listen. • Use language appropriate to the development of the young person, and to the family's culture and background. • Listen to concerns; recognise and take account of signs of changes in attitudes and behaviour. • Understand behaviour is a form of communication. • Help the young person express themselves. • Be able to provide information which is separately tailored for young people as well parent / carers. 	<p>Learning and Skills Improvement Service – Creative listening: hearing the voices of learners with profound and multiple learning difficulties in the further education and skills sector. http://content.yudu.com/A1ty32/LSIS/resources/index.htm?referrerUrl=https%3A%2F%2Fwww.google.co.uk%2F</p> <p>Mencap – range of communication resources for communicating with people with learning disabilities or complex needs. https://www.mencap.org.uk/about-learning-disability/information-professionals</p> <p>Helen Sanderson Associates Total Communication, person centred thinking, planning and practice. http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/03/Total-support.pdf</p> <p>The Foundation for People with Learning Disabilities - Communication for Person Centred Planning guidance gives advice on the use of a range of communication aids such as Communication Passports. http://www.learningdisabilities.org.uk/publications/communication-person-centred-planning/</p>

The skills, competencies and knowledge that workers need	Useful resources and tools
<p>Personal work style:</p> <ul style="list-style-type: none"> • Build and maintain trust • Accessible, open and transparent – use approaches and systems that make it easy for young people to make contact. • Act with honesty and integrity. • Recognise when it is a bad day for a young person or parent / carer, (for example if they are in pain). • Empathy - Need to be able to empathise and provide emotional support as required. • Ability to provide advocacy and /or support self-advocacy for families as required 	<p>Skill Selector - ability to search vocational qualification units to develop communication skills. http://skillselector.skillsforcare.org.uk/</p> <p>Disability Matters - an e-learning resource for health professionals across all sectors, exploring attitudes to disability and ways to support and empower disabled children and young people aged 0 – 25 years to make their own choices, lead the lives they want and improve their experiences, participation and outcomes. http://www.rcpch.ac.uk/Disability-Matters</p>
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Knowledge of how and when to access specialist support staff, or technologies to communicate. • Know about local resources and the Local Offer and how to access information and advocacy support • Share information with a young person / family about the local offer, opportunities for support and personal budgets • Knowledge of range of issues facing young disabled people • Understand the effects of change on young people • Understand young person / parent dynamics, relationships and support parents through change. • Understanding of the Mental Capacity Act in relation to supported decision making. 	<p>PfA Factsheet – the Mental Capacity Act 2005 and Supported Decision Making. http://preparingforadulthood.org.uk/resources/pfa-resources/pfa-factsheet-the-mental-capacity-act-2005-and-supported-decision-making</p> <p>Participation Works - information on overcoming barriers and challenges faced by young people to enable inclusive participation. http://www.participationworks.org.uk/topics/disability</p>

3.2 Raising aspirations for a fulfilling life

Views from young people - What makes a good supporter?

Somebody who is interested in you and gives you confidence and courage about your ambitions

Why this is important

Young people’s aspirations for their future develop throughout their lives. Raising aspirations for disabled people, and planning services to help them reach their goals, needs to start in a child’s early years. Children and young people with SEND experience particular barriers to aiming high, to taking risks and achieving what they want in life including:

- Information about the symptoms of a SEN or disability can become a self-fulfilling prophesy.
- Services can focus on meeting the immediate need / situation rather than developing skills and confidence to support a young person to develop and take on new challenges.
- An excessive focus on care and support needs can become risk averse.
- A lack of opportunity to take risks and try things privately / independently.
- Young people’s hopes and dreams can be dismissed as wishful thinking.
- Young people, families and those who support them may lack information about or a vision of what is possible.
- A lack of a varied range of relationships and social experiences.
- Practical issues such as limited transport, access to buildings and information, need for medical care.

Everyone involved in helping people prepare for adulthood should be alert to these and other barriers and actively seek to overcome them. Workers need to be aware of what is possible for disabled young people, and what helps people achieve key life outcomes. Using an **asset based approach** means understanding what people are good at and building on their skills, experiences and local networks. In the past, care and support for disabled people has often been dominated by a deficit model, focusing on needs and vulnerabilities rather than strengths, interests, skills and resources.

Marcus’s story, (link below), describes his journey into work and community activity and demonstrates key workforce skills that focus and build on the young person’s interests and support his aspirations. Personalising the curriculum and approach around these interests, and believing in what is possible, creates a positive outcome together with Marcus, his family, partners and employers. <http://preparingforadulthood.org.uk/resources/stories/marcus-story>.

The skills, competencies and knowledge that workers need	Useful resources and tools
<p>Skills:</p> <ul style="list-style-type: none"> Ability to raise aspirations in a variety of ways, conversation, actively highlighting a person's strengths, sharing stories and examples of positive change and what is possible for young people 	<p>Aspirations for Life provides variety of resources to help raise the employment aspirations of young people with learning disabilities. http://www.aspirationsforlife.org/young-people-and-young-adults.html</p>
<p>Personal work style:</p> <ul style="list-style-type: none"> Enable the person, and those who know them best, to express their interests and their aspirations for the future An understanding of what is 'Positive and possible' and belief in what next. Focus on the child or young person as an individual, not just their special needs / disability or difficulty. 	<p>The Preparing for Adulthood Review toolkit reviews how person-centred practices and reviews can help transfer Statements and Learning Difficulty Assessments to Education Health and Care Plans. http://preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review</p> <p>PfA website has a variety of resources around raising aspirations. http://www.preparingforadulthood.org.uk/resources</p> <p>Asset based approach; The New Social Care: Strength based approaches' through the RSA website: www.thersa.org/action-research-centre</p>
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> An understanding of the social model of disability. An understanding of how assumptions about disability can lead to reduced life chances. 	<p>Disability Matters - an e-learning resource for health professionals across all sectors, exploring attitudes to disability and ways to support and empower disabled children and young people aged 0 – 25 years to make their own choices, lead the lives they want and improve their experiences, participation and outcomes. http://www.rcpch.ac.uk/Disability-Matters</p> <p>SCOPE – what is the social model of disability, video and information. http://www.scope.org.uk/about-us/our-brand/social-model-of-disability-1?utm_expid=21157913-35.mxEpHDQwO5hdpsMn664w.1&utm_referrer=https%3A%2F%2Fwww.google.co.uk%2F</p>

3.3 Focus on good life outcomes in the community

Views from young people - What makes a good supporter?

Give information about options and what is important to you

I'd like someone to explain all the options and with my friends and family I would decide

Why this is important

This involves helping young people and their families identify and work towards good outcomes for them, based on their expressed aspirations. For each person this is likely to mean;

- Having independence, choice and control over your own life and over any support that you get.
- Having somewhere suitable to live and enough money to live on.
- Having something meaningful and rewarding to do; employment, volunteering, education, training or leisure, making a contribution.
- Support to be healthy and safe, including managing medical conditions.
- Having friends and being part of your community.
- Support to develop positive relationships, including sexual relationships.

Workers need to provide positive information and support about options and the range of local education and employment provision. This information should include access to universal services, like Job Centre Plus and further and higher education colleges, to more specialist provision such as study programmes, apprenticeships, traineeships, supported internships, supported employment and availability of specialist job coaches. Young people need to have information about all the ways that work can be found, gained and supported and how to get advice on income, managing money (including for some the effect work might have on their or their families' access to benefits). They need to know that work is an option for them to ensure they build confidence and know what choices they have, to fit their skills and interests, as they reach school leaving age.

Views from young people - What makes a good supporter?

To give us help and information about how to get a job and support in how to keep it

Good support for independent living and positive life outcomes can include independent travel training, access to assistive technology, and support from personal assistants and advocates. Such support also needs to understand the family, and community wealth of skills that may be available, and to ensure young people know how they can be supported to take part in sport, arts, faith and youth leisure activities. One of the most effective ways of supporting young people socially is to develop a Circle of Friends, which may include class mates, young people who live in the neighbourhood or young people in college or neighbouring schools. Open and supportive attitudes to the development of positive and safe sexual relationships for young people are also important.

Views from young people - What makes a good supporter?

Help to live in a good community that understands me and supports everyone's different needs

Planning needs to include conversations about positive risk balanced with keeping safe, what can be put in place to minimise risk and what are the risks that all young people face. This should be provided in line with the Mental Capacity Act 2005 to ensure a young person's right to make choices about independent life, is balanced with rather than dominated by safeguarding considerations.

"It's hard to be outcome focused, but, when you have had the opportunity to learn or think in that positive way by using the person centred approach its enabling the parents to think differently and to view the worker differently too. To then see this as a partnership in getting the future right for our young person".

Parent of young person

The skills, competencies and knowledge that workers need

Skills:

- Confidence and ability in creative, outcome focused planning.
- Ability to work with a wide range of services, employers, industry and housing associations. To develop and shape options for young people.

Personal work style:

- Flexible and responsive, and willing to consider new opportunities.
- An understanding of the need to balance safety with freedom and choice.
- Open to change, flexibility.
- Solution focused, making things happen.

Useful resources and tools

CDC - EHC outcomes pyramid - a tool to help professionals and parents identify outcomes for children and young people with special educational needs.
<http://www.councilfordisabledchildren.org.uk/resources/ehc-outcomes-pyramid>

PfA have developed a 'top tips' sheet to help with developing good personalised outcomes, including examples, when writing EHC plans.
<http://preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review>

PfA resource list on the 4 outcomes.
http://www.preparingforadulthood.org.uk/media/198635/pfa_resource_list_june_2012.pdf

Skills around the person – Skills for Care.
<http://www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/Community-skills-development/Skills-around-the-person.aspx>

Niace - Making it Work - Embedding a supported employment approach in vocational education and training for people with learning difficulties
http://shop.niace.org.uk/media/catalog/product/f/i/file_3_43.pdf

The skills, competencies and knowledge that workers need	Useful resources and tools
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • A comprehensive knowledge of the local offer and willingness to find out what is available not only in statutory and mainstream services but also resources in the community to support young people and their families to achieve good outcomes. • Knowledge of a range of options for disabled young people aged 16 and over, which include pathways through education into employment, independent living, good health and community inclusion. • Knowledge of where to access evidence based employment related support and financial advice around work, income and benefits. 	<p>PfA – factsheets on study programmes and supported internships. http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheets</p> <p>BASE – knowledge base for disability employment support - http://base-uk.org/knowledge</p> <p>The NDTi Inclusion Web is a tool that can be used across client groups to identify the areas of connection across people’s lives. http://www.ndti.org.uk/publications/ndti-publications/inclusion-web-resource-pack/</p> <p>More information on helping to develop Circles of Support can be found at: http://www.learningdisabilities.org.uk/our-work/family-friends-community/circles-of-support/</p>

James’s story (link below) describes one young man’s journey into employment and demonstrates key workforce skills of effective use of communication tools, a personalised approach, knowledge of local options and willingness to work creatively with employers and industry to develop and shape options based on his interests. <http://preparingforadulthood.org.uk/resources/stories/james-story>

3.4 Being person centred

Personalise your approach

"I am a firm believer in the person centred approaches, those core questions that any professional should use with a parent carer to give them the confidence that you (the worker) are listening, have empathy with me because you are asking the right questions and are therefore showing that this is about my young person as a whole"

Parent of a young person

Why this is important

A personalised approach looks at all aspects of a person’s life, including the skills and resources they and their families can contribute, and the role of informal support from their social network or local community. Working in a person centred way will help a young person, their family, and those involved in their care and support, to have a shared vision of important aspects of their life history, their needs and assets right now, and their hopes and aspirations for the future.

As part of working in a person centred way, person centred planning is a range of processes for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with them, their family and their friends. Examples of these techniques and tools include:

- P.A.T.H (Planning Alternative Tomorrows with Hope)
- MAP (Making a Plan);
- Essential Lifestyle planning;
- Practicalities and Possibilities;
- WRAP (Wellness Recovery Action Plans);
- One page profiles;
- Relationship circles;
- Working and not working from different perspectives;
- Decision making profile;
- Decision making agreements;
- Health passports;
- Personalised curriculums.

Personalising support is about making assessment and planning processes, pathways, and curriculums work to embed these personalised approaches in practice.

Person centred assessment, plans and review

Views from young people - What makes a good supporter?

Clear explanation of process and time to understand it. Someone strong, able to make things happen

The SEND reforms and the Care Act emphasise the delivery of outcome focused, person-centred practice for assessment, planning and support, based on joint processes and co-production. Changes to local systems, structures, processes, and assessment and planning frameworks and paperwork, are being implemented and require different skills and ways of working.

The EHC Plan must be focused and built around the young person's interests, wishes, aspirations and needs as well as the specific outcomes to be achieved for the individual young person and family. It is only truly person-centred if it describes what success looks like in terms of the young person's and family's experience, views and abilities.

The Plan must be based on co-ordinated assessments and views of different agencies and capture the range of support and services that the young person will be receiving, including from community, local or family resources.

By the time the young person reaches 14 years of age, the review of the EHC Plan should be focusing on preparation for adulthood and the key outcomes of employment, independent living, good health and community inclusion. Person centred transition planning and person centred reviews can be used to support all young people who have additional needs, not just those who have EHC Plans.

Key working and coordination

Views from young people - What makes a good supporter?

Support to streamline process – not disjointed – need someone who understands individual circumstances/ continuity of support

I would like someone to understand and plan my services, but would need to know them to make me feel comfortable

The role of plan coordinators or key workers is developing to co-ordinate assessment and planning and to ensure young people and families are supported to help them think about their life outcomes. Particular more focused skills and support is required for workers taking on these coordinating roles.

Advice and support for young people with SEN and their parents, to help them to navigate through the new system of statutory assessment and EHC planning processes, is also available from Independent Supporters.

Independent Supporters are recruited by the voluntary, community and private sector and offer a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual young people and families and it will be important for the Independent Supporter to understand what is possible for the young person and to work together with the key worker and other staff involved with the family to help achieve positive outcomes.

Personal Budgets

Views from young people.

It would make life easier and happier. I would pay for support instead of my parents having to take me

Under the Children and Families Act any young person with SEND, who has an EHC plan, or their family may request a personal budget. For young people post-18 who have a Care and Support plan under the Care Act, the local authority must provide a personal budget. In order to be effective personal budgets should be agreed through a person centred plan, focused on what the young person wants and on supporting them to achieve positive life outcomes. This will require particular skills and knowledge for certain workers in understanding the various funding processes and the relationships between personal budgets, direct payments and personal health budgets, and in the ability to cost out support related to the Plan.

The skills, competencies and knowledge that workers need

Skills:

- Ability to calculate resources, including using resource allocation systems, tailored around the Plan.
- Ability to focus on outcomes-led rather than provision led support for young people.
- Negotiation and conflict mediation skills (including resolving tensions within families).
- Person centred assessment skills.
- Coordination skills and ability to capture the contributions of other people across the 4 PFA pathways to develop the plan.

Useful resources and tools

KIDS - Making it Personal programme – a suite of guidance commissioned by the Department for Education to support the personalisation agenda and the implementation of the Children and Families Act 2014. It includes a range of guidance and e-learning for providers, commissioners, families. <http://www.kids.org.uk/mip2>

Think Local Act Personal offer a range of information on personalisation and community support: <http://www.thinklocalactpersonal.org.uk/>

There are a range of resources offering **supports, techniques and tools on person centred thinking and planning** such as:

www.helensandersonassociates.co.uk/

www.newpossibilities.co.uk

<http://pcp.sonoranucedd.fcm.arizona.edu/>

Guidance on using person centred approaches in schools for young disabled people who are moving into adulthood

<http://www.ndti.org.uk/publications/other-publications/person-centred-planning>

The **Preparing for Adulthood** Review toolkit.

<http://www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review>

A suite of training materials to support the implementation of the Care Act 2014 has been developed by **Skills for Care** and partners. One of these modules focuses on young people in transition and the support of young adults and can be found at:

<http://www.skillsforcare.org.uk/Standards/Care-Act/Learning-and-development/Transition-into-adulthood.aspx>

The skills, competencies and knowledge that workers need

Personal work style:

- A focus on the child or young person as an individual, not just their special needs / disability or difficulty.
- Confidence and ability to plan creatively.
- Openness to change, flexibility.
- Active demonstration of the "6 Cs" – care, commitment, compassion, courage, communication, competence (from the Francis report into the Mid Staffordshire NHS Foundation Trust Public Inquiry 2013).

Useful resources and tools

Helen Sanderson Associates – range of information on person centred planning, reviews and transition reviews.

<http://www.helensandersonassociates.co.uk/person-centred-practice/>

Council for Disabled Children – EHC checklist: <http://www.councilfordisabledchildren.org.uk/resources/a-step-by-step-guide-to-ehc-plans>

Early Support – a brief 2 page guide to explaining what key working is <http://www.preparingforadulthood.org.uk/resources/wider-resources/a-brief-guide-to-key-working>

More information on **SEN Independent Supporters** can be found at <http://www.councilfordisabledchildren.org.uk/what-we-do/independent-support>

In-Control – a range of information on personal budgets and personalisation - <http://www.in-control.org.uk/>

Preparing for Adulthood has a range of information and resources on person centred transitions and examples of person centred transition plans. <http://www.preparingforadulthood.org.uk/resources/pfa-resources/ehc-plans-and-assessment-process>

Preparing for Adulthood have also developed a preparation for adulthood pathway which shows how the Local Offer and EHC plan can help young people achieve fulfilling lives and good outcomes. <http://www.preparingforadulthood.org.uk/resources/pfa-resources/pfa-pathway>

The skills, competencies and knowledge that workers need

Knowledge and understanding:

- Knowledge of personalisation tools and ability to use them.
- Up to date knowledge and understanding of the changing environment, changes in policy and legislation at national and local levels.
- Clear understanding of the changes to local systems, processes and assessment and planning frameworks and paperwork.
- Strong understanding of personal budgets, direct payments, personal health budgets, education funding and the linkages between them.
- Awareness and knowledge of local offer and local supports.
- Real understanding of participation and co-production.
- Knowledge of person centred planning tools and techniques across all stages and pathways for young people.

Useful resources and tools

Preparing for Adulthood, In Control, AOC and Natspec - fact sheet on personal budgets for post 16 provision and FE colleges: <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-personal-budgets-for-post-16-provision-and-fe-colleges>

Personalising Education – information on personalising education through person centred practices: <http://www.personalisingeducation.org/>

The SEND Gateway - an online portal developed by NASEN, offering education professionals information, resources and training for meeting the needs of children with SEND under the reforms.

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

An information pack and further resources on personal budgets can be found at <http://www.sendpathfinder.co.uk/personal-budget-information>

Information, toolkit and practical templates to help people to employ their own care and support personal assistants

<http://www.skillsforcare.org.uk/Employing-your-own-care-and-support/Employing-your-own-care--support-staff.aspx>

3.5 Plan together, work together; working with other agencies

Why this is important

Partnership working and a more integrated and coordinated approach to assessment and planning across the range of children and young people's services as well as with adult services is critical in effectively supporting young people to live the lives they want into adulthood. The bringing together of the knowledge, expertise and resources, of a range of individuals, groups and services, is essential to enable young people to prepare for and live a fulfilling adult life and to achieve their outcomes. Partnership working is essential with the young person, their family and friends, community groups and supports, health sectors, social services, education, schools and colleges, youth services, housing and housing associations, employment services and employers.

Working together and sharing information effectively is vital in ensuring that families and young people do not have to keep repeating their story and that there is a joint approach and understanding of roles, responsibilities and outcomes to be achieved. In addition to joining up assessments and planning, there are many positive examples of effective working together and joint provision, including health professionals, such as occupational therapists, working with colleagues in education, to support young people to reach ambitious learning goals by aligning their therapeutic approach with the young person's curriculum, and schools developing partnerships with post-16 providers to support preparation for adulthood, employment options and curriculum development.

The skills, competencies and knowledge that workers need	Useful resources and tools
<p>Skills:</p> <ul style="list-style-type: none"> • Skills in integrated planning and assessment. • Coordination skills. • Negotiation skills. • Ability to communicate effectively with a wide variety of professionals, both verbally and in writing. 	<p>SCIE – Integration – Step by Step – an online tool to help operational and strategic staff plan and deliver more integrated practice http://www.scie.org.uk/publications/integratedworking/tool/</p> <p>Cross agency pathways for transition planning</p> <p>http://www.preparingforadulthood.org.uk/resources/wider-resources/pathways-to-getting-a-life-transition-planning-for-full-lives</p>
<p>Personal work style:</p> <ul style="list-style-type: none"> • Commitment to partnership working with professionals and families. • A willingness to learn from each other and communicate openly. 	<p>The Leadership Qualities Framework - a one-stop shop for developing leadership skills at every level underpinned by personalisation, co-production and working together.</p> <p>https://www.nsasocialcare.co.uk/about-us/leadership-qualities-framework</p>
<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Understand roles – be clear about own roles and responsibilities and those of others, and where it can be creative. • Strong knowledge of local education, health and social care provision, as well as wider community and mainstream provision. • Know about organisational procedures and relevant legal frameworks, as well as appropriate referral routes within own organisation and to other agencies. 	<p>Learn from Others - Integration</p> <p>Examples of new and emerging good practice related to health and social care organisations</p> <p>http://learnfromothers.skillsforcare.org.uk/</p>

4. Organisational actions

Organisational practice and how to develop and support the workforce you need to support young people preparing for and moving into adulthood.

The values and culture of organisations are vital to the way that services are commissioned and delivered by staff. Effective structures, systems and processes need to be in place in order for workers to fully utilise their skills and knowledge and be enabled and supported to achieve best practice in their work with young people in transition

4.1 Voice - Involving young people and families

Why this is important

The young person and their family are central to their preparation for adulthood and the supports and services needed to ensure their smooth transition into adult services. In order for organisations to be effective in meeting young people's needs they must ensure that they have the right people, with the right values, skills and attitudes, doing the right things in the right places, based on the needs and aspirations of the young people being supported. Workforce planning needs to be informed by the experience of young people and effective processes developed for systematically collating information from individual EHC plans and care plans, as well as wider community needs analysis and engagement.

Effective two way communication strategies with everybody - workforce, other professionals and young people and families – are crucial to planning and developing a workforce that successfully meets the needs of young people as they prepare for and enter adulthood.

Ideas to make this happen	Useful Resources and Links
<ul style="list-style-type: none"> • Develop mechanisms for ensuring feedback from, and acting on, young people's plans and experience. • Review organisational practices to maximise how a young person's voice feeds into decision making around workforce planning and review. • Involve young people and parent carers in the interview process for key staff supporting young people's transition. • Involve young people and families in the provision of training, to share their experience. • Link with your young people's forum and parent carer forum. 	<p>The Participation Works partnership website contains a range of information on involving young people, including workforce development. http://www.participationworks.org.uk/</p> <p>SCIE – co-production in social care; what it is and how to do it. http://www.scie.org.uk/publications/guides/guide51/files/guide51.pdf</p> <p>SEND Pathfinder Information Pack – Engagement and participation of children, young people, parents and carers - http://www.sendpathfinder.co.uk/infopacks/ep/</p> <p>Contact a Family have a range of information on parent carer forums and how parent carer participation has influenced service development under the SEND reforms. http://www.cafamily.org.uk/what-we-do/parent-carer-participation/</p>

4.2 Developing a culture that focuses on young people's aspirations and life outcomes in the community

Embedding an organisational culture that recognises and focuses on life outcomes, what people are good at and builds on their skills, experiences and local networks, is vital to supporting workers to enable young people to continue to participate and contribute to their local communities. This requires an outcome focused, rather than service led, approach and enables workers to look beyond purely traditional services in developing support plans for young people. Building community capacity and recognising the strengths within communities is an important role in strengthening young peoples natural support networks so that young people are more included in the life of their local community and able to achieve positive life outcomes. A community and outcome focused organisation sees building and supporting community inclusion as a core aim in delivering better lives.

Schools and colleges can be ambitious and creative with work experience opportunities to help young people develop the skills they need for independent living as well as work, for example independent travel skills. Many colleges are developing supported internship programmes to embed employment experience into courses for disabled young people.

Ideas to make this happen	Useful Resources and Links
<ul style="list-style-type: none"> • Retain a clear focus on outcomes, and use this evidence to inform staff of the impact of their work. • Develop capacity and competency in outcome focused support planning across children's and adults' services. • Develop and use a range of tools and approaches that can help workers focus on life outcomes and use the resultant data as feedback. • Develop an outward looking approach to community inclusion by developing links with mainstream and community resources and support people to use those resources effectively. 	<p>Guidance - Circles of Support and Personalisation looks at ways in which Circles of Support can be developed as part of an organisational approach</p> <p>http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/03/Circle-of-Support-and-Personalisation.pdf</p> <p>NDTi's Social Inclusion Training Pack is a suite of tools and approaches that staff teams and organisations can use to help achieve better outcomes for people they support with a focus on community inclusion.</p> <p>http://www.ndti.org.uk/publications/ndti-publications/social-inclusion-training-pack/</p>

4.3 Being a person centred organisation

Why this is important

This involves adopting person centred approaches, to all areas of organisational activity, in a way that recognises the person and their beliefs, values, knowledge and experience in order to shape support. It looks beyond what the organisation traditionally does to focus and build on the community resources and strengths available to support young people within their local area. It requires organisational leadership which is fully committed to promoting values and culture for community focused and person centred working.

In order to support person centred planning, a person centred organisation values, listens to and empowers its' workers and recognises their individual and joint strengths. It operates in a culture of openness, respect and transparency supporting good channels of communication both up and down the organisation.

Personalising Processes

Systems, processes and policies need to support and enable workers to work in a personalised and outcome focused way with young people.

Frameworks and templates alone cannot lead to person centred outcomes unless workers are supported and developed to practice in person centred ways. Employers need to recognise the requirements for new ways of working and support staff in their new roles, contributing to and co-ordinating plans in partnership. The SQW evaluation of the SEND programme, key working and workforce development 2014, found that the experience of the SEND pathfinders has been that it can take longer to complete assessments, plans and transition reviews, that are meaningfully person centred, due to the increase in face-to-face contact, more direct involvement of families in the EHC planning process and the need to have strong knowledge of the child and young person. Despite these challenges this way of working was also viewed as very positive and beneficial. Some employers have acted on this by reviewing what staff should keep doing, what should be increased or stopped, and what should be started in order for them to carry out their roles effectively.

The research on transition tells us that young people who have a **key worker or assessment and planning co-ordinator** to help co-ordinate their support and provide information and advice about what is available to purchase with their personal budget, have better outcomes than those who don't. Different models have been developing for this key role; some areas are developing dedicated posts whilst others are training and developing a range of staff to be able to carry out this role according to the needs of the young person and their family. It is important for either model that employers ensure that those delivering key working have sufficient authority and status to influence other professionals and engage effectively with families.

Ideas to make this happen	Useful Resources and Links
<p>Person centred:</p> <ul style="list-style-type: none"> • Consider how to embed person centred approaches in the structures and management of the organisation, "do with" rather than "do to". • Organisational policies should be person centred in content e.g. organisational decision making. • Be sure that everyone involved understands what makes a high quality person centred planning process and outcomes. • Ensure everyone in the system understands his or her role in developing a person centred approach. • Communicate with your team on a regular basis, and make the person centred approach a key aspect of management and supervision. • Share and celebrate good person centred practice. • Have clear communication strategies both up and down the organisation, with other agencies and with young people and their families. • Work out who you need to involve in developing your vision involving your staff, families and other agencies. • Develop positive strategies to engage with families around using personalisation to improve outcomes for their family member. 	<p>Richard Williams and Helen Sanderson - What are we learning about person centred organisations? http://www.helensandersonassociates.co.uk/teams-organisations/leading-organisations/</p> <p>Department of Health - Personalisation through Person Centred Planning Putting People First Guidance. http://www.helensandersonassociates.co.uk/media/8918/personalisation-through-person-centred-planning.pdf</p> <p>The Better Lives initiative is an approach that has positively engaged families around the personalisation agenda. http://www.ndti.org.uk/who-were-concerned-with/children-and-young-people/families-young-people-and-getting-the-best-from-the-personalisation-process/</p> <p>The Leadership Qualities Framework has sections on strategic leadership and developing your vision underpinned by personalisation and co-production. https://www.nsocialcare.co.uk/about-us/leadership-qualities-framework</p> <p>The NHS Leadership Academy has developed the Healthcare Leadership Model made up of nine leadership dimensions, including shared vision and engaging staff and is supported by a free <u>self assessment tool</u>. http://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/</p> <p>The Social Care Managers Handbook - free download from the National Skills Academy for Social Care offers guidance on key aspects for managers and leaders including personalisation, communication, and working with teams and partners. https://www.nsocialcare.co.uk/the-social-care-managers-handbook</p>

Ideas to make this happen	Useful Resources and Links
<p>Personalising processes:</p> <ul style="list-style-type: none"> • Ensure the development of systems, processes, frameworks and the Local Offer are informed by the views and experience of young people and their families. • Support, train and develop staff to embed person centred practice. • Ensure staff working in key co-ordination and key working role are given sufficient time and authority to carry out these roles. • Build community capacity and partnerships to ensure development of comprehensive Local Offers including a wide range of available supports to achieve young peoples' outcomes for independent life. 	<p>Open University, CC, Early Support - Guide to Developing Key Working - guidance to those involved in developing, managing and delivering key working for children and young people with special educational needs and disabilities http://www.councilfordisabledchildren.org.uk/media/554082/developingkeyworkingfinal.pdf</p> <p>SQW, DfE Research report - Evaluation of the SEND Pathfinder Programme - Key working and workforce development. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275914/RR326A_Key_working_and_workforce_development_-_FINAL.pdf</p> <p>KIDS - Making it Personal programme – a suite of guidance commissioned by the Department for Education to support the personalisation agenda and the implementation of the Children and Families Act 2014. It includes a range of guidance and e-learning for providers, commissioners, families. http://www.kids.org.uk/mip2</p> <p>Preparing for Adulthood together with the SE7 Send pathfinder have developed guidance to help local areas develop their preparation for adulthood elements of their Local Offer http://www.preparingforadulthood.org.uk/resources/wider-resources/developing-the-preparation-for-adulthood-section-of-the-local-offer</p> <p>Presentation slides for schools to help embed the reforms across the school community: http://www.afa3as.org.uk/intranet/projects/ehc-parental-engagement/ehc-schools</p> <p>Information packs for colleges on the SEND reforms containing briefings and slides for colleges to use with staff, parents and students. http://www.aoc.co.uk/teaching-and-learning/sen/projects/implementing-new-0-25-special-needs-system</p>

4.4 Plan together work together; integrated working

Why this is important

No one agency can meet all the needs of young people with SEND and it is essential for agencies to plan and work together in more integrated ways to offer holistic support to enable young people to live fulfilling lives into adulthood. It is important that the workforce across education, health, social care, employment and the voluntary sector in both children's and adult services are supported to jointly achieve the best outcomes and best value for young people through the reforms and changes.

Joint systems, as well as a shared understanding of the vision for young people and the respective roles of workers, need to be established and communicated to support staff in their work together to achieve the same outcomes. Workers need to be clear about, and be supported by, information sharing protocols and processes across services. Strong partnership relationships between agencies need to be fostered and the identification of designated or link workers across agencies, with sufficient capacity to carry out this role, is helpful to aid easy and clear communication and to promote effective joint working.

Information about joint provision and data about the needs of young people in the local area enables organisations to assess and predict the need for the current and future workforce to inform workforce commissioning and planning priorities and secure the joint workforce needed to help disabled young people achieve the four life outcomes of paid employment, independent living, good health, and community inclusion.

Ideas to make this happen	Useful Resources and Links
<ul style="list-style-type: none"> • Raise awareness of what helps disabled people achieve employment, independent living, community inclusion, and good health, to young people, families and across all agencies. • Ensure everyone understands the legislation, policies and requirements of their particular situation. • Clarify roles and responsibilities so that workers understand the respective roles of all in their joint work and so that young people know who will support them through various stages of their transition pathway. • Provide opportunities for workers to shadow other workers or spend time in other agencies to learn from each other. • Ensure a communication and training strategy is in place across agencies, driven by senior management. • Ensure buy-in across agencies by identifying 'champions'. • Develop a list of designated professionals across services to act as first contacts for all queries. • Ensure systems and joint protocols are in place to enable efficient sharing of information. • Use existing data, e.g. from individual plans, joint needs assessments, to build understanding of the needs of young people, the local support services and gaps as a basis for workforce commissioning and planning. 	<p>Skills for Care/Skills for Health – The principles of workforce integration http://www.skillsforcare.com/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Workforce-integration/principles-of-workforce-integration.pdf</p> <p>Centre for Workforce Intelligence – Supporting Integrated approaches to planning the workforce</p> <p>Centre for Workforce Intelligence – Think Integration, Think Workforce: 3 steps to workforce integration http://www.cfw.org.uk/publications/think-integration-think-workforce-three-steps-to-workforce-integration-1</p> <p>Skills for Health – Integrated Workforce Planning Solutions – outlines a 6 step methodology that builds into the process of workforce planning essential elements to ensure that the quality of services are both discussed and planned for. and provides an integrated suite of tools training and solutions: http://www.skillsforhealth.org.uk/services/item/17-workforce-planning-and-management</p> <p>SCIE - SCIE Research briefing 41: Factors that promote and hinder joint and integrated working between health and social care services - http://www.scie.org.uk/publications/briefings/briefing41/index.asp</p>

4.5 Planning, developing and supporting the workforce

Workforce planning helps employers work out whether they have the right mix and numbers of workers with the right skills and knowledge to meet the needs of the young people and families they are supporting. This involves understanding the needs of young people in the community, designing staff structures that work, knowing what staff are expected to do, what skills values, competencies they have or need, and how to develop those skills. Ensuring an effective mix and balance of skills and experience within the team will require regular skill reviews. It is also important that there are clear access routes to additional expertise when required, for example, speech and language specialists or employment specialists.

Developing and supporting staff involves considering everything that happens throughout their employment including recruiting and selecting the right workers, ensuring effective inductions, training and supporting them, appraising their performance and focusing on their continual professional development.

Recruitment processes need to be effective in enabling selection and recruitment of the right workers with the right approach, values and skills. Competency frameworks based on the skills and approaches highlighted in this guide could offer a useful tool in ensuring that workers selected are able to practise in a person centred and outcome focused way when supporting young people into adulthood. Developing job roles and criteria which explicitly focus around the interests and hobbies of the young person they will support is helpful for staff who will be offering direct support to a young person. The use of a variety of interview techniques is helpful in enabling demonstration of these key qualities, such as scenario-based interviews and/or task orientated assessments. The involvement of young people in the selection process in meaningful ways that they are comfortable with will also facilitate this.

Young people have told us about the importance to them of having consistency and continuity from the workers that support them, and that they know them. Hence supporting and investing in staff is important in maintaining staff satisfaction and retention.

Regular and accessible staff **supervision** should be written into policies and procedures and embedded in practice. It should allow time for essential reflection on practice and provide opportunities to consolidate person centred approaches. It should offer a way of celebrating success and achievement as well as areas for development.

As well as formal supervision, other supports should be available and encouraged such as peer to peer support, coaching, shadowing, mentoring and use of "champions".

The role of managers is essential in keeping the team up to speed with the changing policy landscape. Strong and open communication, being inspirational about change and leading and supporting staff through change are important management functions. Recognition of the changing roles and processes and the impact of this on workers requires regular review of responsibilities, adapting where necessary, to enable workers to continue to deliver a quality service.

Training and developing your workforce

One of the clearest lessons from the SEND pathfinders is the importance of training the workforce so that staff can engage with families differently and develop person centred support. Learning and development will vary according to role but all workers should learn to deliver a service that is person centred and outcome focused and develop common core skills. For those staff who are developing EHC plans, CNAs and care and support plans, more enhanced skills and in depth knowledge is required.

Hence training and development to support staff working with young people can usefully be seen on various levels, and several of the SEND pathfinders have developed learning and development frameworks to recognise and outline these levels. An example by Portsmouth City Council is attached in appendix 7.2, which identifies 5 levels of training and development for implementation of the 0-25 SEND reforms. 1 - Awareness raising; 2 - Awareness raising and implications for specific organisations; 3 - Outcomes focused advice; 4 - Person centred planning and 5 - Role of the Assessment Co-ordinator.

Training framework and menu

With regard to these varied levels, staff should be able to access a menu of training according to the role of the worker and their development needs. Training frameworks for staff should include:

- Understanding 'what is possible and what works'- supporting workers to aim high for disabled young people.
- Awareness raising about the ambitions in the reforms and the changing policy context for working with young people.
- Understanding of the local context – young peoples' needs, available supports and options.
- Communication skills – plain English, different methods of communication, active listening.
- Increased awareness of most effective interventions and best practice evidence.
- Planning for positive outcomes – outcome focussed planning and developing and monitoring SMART outcomes.
- Common skills in person centred planning and practices.
- Development of integrated assessment and plans and familiarisation with new person centred planning templates.

- Negotiation and conflict mediation.
- Key-working and co-ordinating functions.
- Calculating and allocating resources, including use of Resource Allocation Systems (RAS) where applicable.
- The use of personal budgets and direct payments.

Learning options

There is a wide range of learning options available and employers need to ensure that the learning solutions are right for the team and the young people and families that they are supporting.

Training and development should include a mix of:

- Formal courses:
 - internal or externally commissioned;
 - accredited courses;
 - multi agency, bringing staff together;
 - webinars and e-learning.
- Informal training:
 - joint learning visits to schools, colleges and other settings and organisations;
 - shadowing managers and other professionals;
 - modelling – work based learning in practice;
 - buddying;
 - mentoring and internal coaching from experienced staff;
 - networking with other areas.
- Learning from practice:
 - Sharing best practice;
 - Sharing success stories and case studies;
 - Practical toolkits – e.g. examples of EHC and plans transition plans;
 - Best practice guidance;

Opportunities should be available as appropriate for families and young people to learn alongside workers or be offered other learning opportunities suitable for their situation. An example of a family leadership programme for parent/carers developed by Leicester City is attached at appendix 7.4. It consists of modules/sessions designed to inform parent/carers about the planning process, future planning and how to prepare young people for adulthood. Opportunities for young people and their families to input into the training based on their experiences are also very beneficial.

Selecting a trainer or learning solution (e.g. webinar, course, buddying scheme, mentoring, coaching) should be undertaken as a self-audit and based on the outcomes that the learning needs to achieve and the professional development needs of the workers accessing it.

Employers will need to have systems in place to enable a long term view of the learning and development which the workers will need, including:

- Refresher and update learning when needed, and at least once a year, which takes account of the current needs of young people being supported and of feedback and reflection on practice and workforce development over the previous year.
- Induction training for new workers.
- Changes to learning and development as needs change.
- Career development.

Supported employment or job coaching

In 2012, the UK Commission for Employment and Skills (UKCES) approved new National Occupational Standards (NOS) for supported employment, which provide the statements of skills and knowledge needed by the supported employment workforce. This includes job coaches working in post-16 education on study programmes and supported internships. There is no expectation that any individual job role would encompass all the performance requirements across every NOS within the suite; rather that specific jobs will utilise those NOS appropriate to their role. The NOS for Supported Employment do not equate directly to qualifications, but can be used to inform and underpin relevant competency-based qualifications for supported employment practitioners. Gateway Qualifications now offer a suite of qualifications, including the Certificate for Supported Employment Practitioners, (link below). These are of particular interest to FE colleges offering supported internships, supported employment agencies and other organisations involved in supporting people with disadvantage or disability into work.

Ideas to make this happen

Workforce planning and supporting

- Ensure that basic good practice in staff structure and design is in place to underpin effective personalised support to young people.
- Involve people being supported and their families and carers in the entire recruitment cycle.
- Use a competency approach to core skills and interviews.
- Ensure an effective balance of skills and experience in teams working with young people.
- Have a clear and robust policy for and commitment to regular supervision.

Useful Resources and Links

SCIE report 47 - Personalisation: a rough guide The Principles of Workforce Redesign – key principles and practice guidance on how to successfully change the way people work - <http://www.scie.org.uk/publications/guides/guide47>

To help organisations who are undergoing any form of organisational restructure or transformation, **Skills for Care** has developed The Principles of Workforce Redesign. <http://www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/Workforce-redesign/Workforce-redesign.aspx>

Skills for Health have a range of consultancy resources and tools available to support workforce planning, workforce and service transformation: www.skillsforhealth.org.uk

Workforce capacity planning model to help work out whether or not you have the right mix and numbers of workers with the right skills and knowledge to implement care and support reform under the Care Act , includes a workforce readiness tool. <http://www.skillsforcare.org.uk/Standards/Care-Act/Workforce-capacity-planning/Workforce-capacity-planning.aspx>

The children and young people **National Occupational Standards**, units qualifications and pathways and those related to transition; <http://www.skillsforcare.org.uk/Standards/NOS/National-Occupational-Standards.aspx>

Skills for Health – competences and national occupational standards: <http://www.skillsforhealth.org.uk/about-us/competences%10national-occupational-standards/>

Ideas to make this happen	Useful Resources and Links
	<p>Skills for Care promotes a range of resources including free toolkits to assist the recruitment and longer term retention of social care staff.</p> <p>http://www.skillsforcare.org.uk/Finding-and-keeping-workers/Finding-and-keeping-workers.aspx</p> <p>Value based recruitment – tools and resources to help ensure NHS staff are recruited for shared values.</p> <p>http://www.nhsemployers.org/your-workforce/recruit/employer-led-recruitment/recruiting-for-values/tools-resources</p> <p>Manager Induction Standards - Advice, practical steps and free downloads to support new managers, including team leadership, person centred practice, equalities and resource management</p> <p>http://www.skillsforcare.org.uk/Standards/Manager-Induction-Standards/Manager-Induction-Standards.aspx</p>
<p>Training and development</p> <ul style="list-style-type: none"> Involve people being supported and their families and carers in training and development opportunities. Develop training frameworks that recognise and outline the various levels of learning for workers in different roles. 	<p>Training and development resources:</p> <p>Information on the supported employment qualification described above can be found on the British Association for Supported Employment website as the only assessment centre for the qualifications. http://base-uk.org/training/cert</p> <p>http://www.gatewayqualifications.org.uk/qualifications/ocn_eastern_region_qualifications/supported_employment</p>

Ideas to make this happen	Useful Resources and Links
<p>Training and development</p> <ul style="list-style-type: none"> Provide shadowing, buddying and mentoring opportunities for staff. Ensure access to a range of learning and training options, including a mix of formal informal and shared learning opportunities that are right for your staff. 	<p>Training and development resources:</p> <p>The Excellence Gateway provides a variety of resources to support professional development in the FE and Skills sector: http://www.excellencegateway.org.uk/</p> <p>The SEND Gateway - an online portal developed by NASEN, offering education professionals information, resources and training for meeting the needs of children with SEND under the reforms. http://www.sendgateway.org.uk/</p> <p>For accredited learning on setting up coaching and mentoring schemes see BILD website http://www.bild.org.uk/our-ervices/pias/piasorganisations</p> <p>The Care Certificate has been developed in order to deliver “common training standards’ and to be a first step in integrated health and social care education for health and care support staff,.The Care Certificate is based on 15 key standards, including communication and person centred practice, supported by a suite of free learning and development materials. http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx and Skills for Health http://www.skillsforhealth.org.uk/Standards/Care Certificate</p> <p>Skills for Care guide to choosing a learning provider - Choosing workplace learning. This tool is also available as an app with an interactive checklist for both iOS and Android. http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Finding-learningproviders/Finding-learning-providers.aspx</p>

Ideas to make this happen	Useful Resources and Links
	<p>Training and development resources:</p> <p>Guide to qualifications, standards and continuing professional development in adult social care http://www.skillsforcare.org.uk/Document-library/Qualifications-and-Apprenticeships/Adult-social-care-qualifications/Guide-to-qualifications-and-standards-in-adult-social-care-201415.pdf</p> <p>Skills for Care promotes a range of resources and advice for the development of specific skills for social care workers. http://www.skillsforcare.org.uk/Skills/Skills.aspx</p> <p>Through the National Skills Academy for Health, employers have access to high quality education and training programmes, including e-learning and webinars for the healthcare support workforce as well as Institute of Leadership and Management accredited programmes for developing leaders and managers. http://www.nsahealth.org.uk/learning-and-development</p> <p>Skills for Health Quality mark; a new benchmark for outstanding healthcare training. http://www.skillsforhealth.org.uk/getting-the-right-qualifications/quality-mark/</p> <p>Skills for Health Skills Platform is a unique marketplace resource to help find and compare learning and skills development opportunities. It offers provision for the voluntary and charity sector as well as for the health sector. www.skillsplatform.org.uk</p>

5. Specialist approaches: additional considerations for working with different people/particular situations

The common messages outlined in this guide apply to all young people with a range of conditions. However, we recognise that in some cases there are specific approaches and considerations that need to be taken for young people with specific needs or particular situations. This section describes these additional aspects and useful specific resources for each approach.

Complex health or life limiting conditions

More young people with very complex health or life limiting conditions are living longer into adulthood. Recent research and reviews into their experience of transition and early adulthood have highlighted some specific issues including:

- The lack of developmentally appropriate adult care services for young people, in both the community and hospitals.
- Very different systems and approaches in children's and adult services, e.g the loss of the consistency of the community children's paediatrician as the coordinator of care.
- A lack of knowledge during transition of the management of some complex conditions which may be very rare.

In addition to good person centred and outcome focused practice, transition planning for young people with complex and life limiting conditions needs to focus on considerations of the continuity of pain and symptom management, the condition specific and symptom management needs, fluctuations and changes that young people experience and the uncertainty and unpredictable nature of their health and prognosis.

This requires that a range of plans are needed including plans for managing symptoms, plans for managing deterioration, and emergency care plans for medical crisis. For young people with life limiting conditions, careful discussions and planning for end of life choices needs to be addressed. It is vital that these plans are incorporated into the transition planning process. The recent report by Bangor University (link below) contains person centred planning tools for specific palliative care elements that will need to be considered during transition. These tools are designed to be used with existing person centred planning and review documents.

Useful resources and links

Bridging the Gap – transition from children’s to adult care - Bangor University - includes person centred care planning tools for specific palliative care elements needing to be considered during transition.

[http://www.togetherforshortlives.org.uk/assets/0000/9094/Bridging_the_Gap - Guide Toolkit for Professionals.pdf](http://www.togetherforshortlives.org.uk/assets/0000/9094/Bridging_the_Gap_-_Guide_Toolkit_for_Professionals.pdf)

STEPP research project, supporting health transitions for young people with life limiting conditions, includes the views and experience of young adults and a set of practice prompts.

http://www.togetherforshortlives.org.uk/professionals/resources/3683_making_a_difference_for_young_adult_patients_resources_-_free

Royal College of Nursing – Adolescent Transition Care – RCN Guidance for Nursing Staff. A guide aimed at helping practitioners in children’s and adult health care achieve a seamless transition using a national clinical pathway framework.

http://www.rcn.org.uk/_data/assets/pdf_file/0011/78617/004510.pdf

Royal College of Nursing – Competency framework- palliative care for children and young people

http://www.rcn.org.uk/_data/assets/pdf_file/0012/488991/004_328.pdf

Personal budgets, a guide for children’s palliative care providers http://www.togetherforshortlives.org.uk/assets/0000/7165/Personal_Budgets_briefing_3.pdf

Autism

People on the autistic spectrum are often categorised together with people with learning disabilities or sometimes with people with mental health needs. However, autism is a discrete condition, and some individuals with autism do not have mental health problems or a learning disability. Others may have other identified conditions or disabilities that they are living with.

It is important to consider when working with young people with autism that there are specific sensory issues that can trigger stress and behaviours. NDTi’s **Reasonably Adjusted** programme, offers guidance on communication styles such as using a quiet voice, using clear, literal statements, not demanding eye contact, avoiding an angry or aggressive tone of voice, and giving time for the person being supported to establish trust.

Useful resources and links

Skills for Care/Skills for Health - Autism Skills and Knowledge List helps employers to enhance staff awareness, with clear guidance on achieving the best outcomes for people with autism

<http://www.skillsforcare.com/Skills/Autism/Autism.aspx>

The Autism Educational Trust have developed autism competency frameworks and autism standards for both schools (5-16 years) and post 16.

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

NDTi’s Reasonably Adjusted programme and green light supporting toolkit

<http://www.ndti.org.uk/news/latest-press-releases/the-green-light-tool-kit-2013/>

Ambitious about Autism Finished at School national transition programme – colleges and schools working together looking at transition planning and curriculum pathways.

<http://www.ambitiousaboutautism.org.uk/page/news/index.cfm?mode=search&articleId=311>

Mental health

Young people who are experiencing mental health issues need a positive experience of care and support without stigma. This includes experiencing choice and control over their life, and access to the latest interventions that are available. There are individuals who have a combination of needs, such as learning disability or autism who also have mental health needs.

As people experience different episodes of mental health and ill health and recovery is a personal and unique process, different approaches may be needed through which young people with mental health needs can be supported on their individual pathway to recovery.

Useful resources and links

The NIACE website has a range of resources and toolkits for teachers in schools and in FE colleges supporting students with mental health difficulties. http://www.niace.org.uk/search/apachesolr_search/mental%20health%20matters

MindEd – a portal providing information and e-learning for workers on all aspects of young people’s mental health. <https://www.minded.org.uk/>

Department of Health – No health without mental health – implementation framework is a learning and development toolkit for the whole of the mental health workforce across both health and social care.

<https://www.gov.uk/government/publications/national-framework-to-improve-mental-health-and-wellbeing>

Information on person centred Wellness Recovery Action Plans (WRAP)

<http://www.mentalhealth.org.uk/help-information/mental-health-a-z/R/recovery/>

Young people who display or are at risk of displaying behaviour which challenges

All those working with young people with SEND should have basic awareness of how to support people who challenge services and knowledge of who to approach for more specialist support if young people begin to display challenging behaviour.

Workers in all sectors specifically supporting young people whose behaviours challenge need information to understand the causes of challenging behaviour and training to develop and use the skills in approaches such as Positive Behavioural Support (PBS).

Useful resources and links

Skills for Care - Supporting workers working with people who challenge – guidance for employers.

<http://www.skillsforcare.org.uk/Skills/People-whose-behaviour-challenges/People-whose-behaviour-challenges.aspx>

The Challenging Behaviour Foundation & CDC – Briefing Paper: Early intervention for children with learning disabilities whose behaviours challenge, <http://www.councilfordisabledchildren.org.uk/media/755756/briefing-paper-eip.pdf>

The above briefing paper forms part of the work of the CBF and CDC Early Intervention Project - <http://www.challengingbehaviour.org.uk/driving-change/early-intervention-project.html>

The Challenging Behaviour Foundation – a range of best practice and resources and information on PBS. <http://www.challengingbehaviour.org.uk/>

BILD have a range of resources on PBS, including specific guides for schools and colleges

<http://www.bild.org.uk/our-services/positive-behaviour-support/pbsresources/>

Care leavers

Supporting young people who have been looked after into independent adult life, requires particular considerations about facilitating their support systems, offering consistency and acting as a trusted adult and role model for the young person who has experienced disrupted family life.

Supporting care leavers is subject to clear legislation, planning and review processes and it will be important to streamline these processes as much as possible with the EHC and Care Act assessment, planning and transition review processes when working with young people with SEND.

Useful resources and links

The Government's cross departmental Care Leaver Strategy 2013 and the progress update in October 2014 can be found at <https://www.gov.uk/government/publications/care-leaver-strategy>

6. Acknowledgements

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We also wish to acknowledge all who contributed to the development of this guide by being part of the project group, participating in the stakeholder workshops or individual discussions. In particular, we would like to acknowledge the support and advice received from the following organisations:

16- 25 Independent People organisation	Ambitious about Autism
Autism Educational Trust	Bristol NHS Foundation Trust
Contact a Family	Council for Disabled Children
Department for Education	Department of Health
Devon County Council	Dorset County Council
Early Support Trust	Hertfordshire SEND pathfinder
Kent SE7 SEND pathfinder	Leicester City SEND pathfinder
Manchester SEND pathfinder	Medway SE7 SEND pathfinder
National Development Team for Inclusion	National Network of Parent Carer Forums
NATSPEC	Portsmouth County Council
SCIE	SCOPE
Sense	Skills for Care
Skills for Health	South Gloucestershire 0-25 Service
South Gloucestershire Council Workforce Development Section	The Challenging Behaviour Foundation
Surrey SEND pathfinder	Wiltshire SEND Pathfinder
Together for Short Lives	

7. Appendices

7.1 A brief outline of the Children and Families Act 2014 and Care Act 2014 in relation to preparation for adulthood

Part 3 of the Children and Families Act transforms the system for children and young people with SEND, so that services consistently support the best outcomes for them. The reforms create a system from birth to 25 through the development of **coordinated, outcomes focused and person centred assessment** and single **Education, Health And Care Plans**; a focus on **preparation for adulthood outcomes** from Year 9 at the latest; improving cooperation between all services responsible for providing education, health or social care; and giving parents and young people greater involvement, choice and control over their support and decision making.

The Act sets out a clear preparing for adulthood agenda, defined further in the accompanying SEND Code of Practice. The Code states that local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to higher education and/or employment, independent living, participating in society and being as healthy as possible in adult life.

The Act introduces a duty to ensure **integration** of services across education, health and care, a requirement to cooperate to meet EHC need and to put in place **joint commissioning** arrangements for services across education, health and care, including securing provision set out in EHC plans.

Young people and families with an EHC plan have a right to request a **personal budget** and the right to request a **direct payment**.

Local authorities have a duty to develop a **Local Offer** of services and support available across education, health and care from 0-25 for children and young people with SEND and their parent carers. The Local Offer must be co-produced with children and young people with SEND and their parent carers and must offer transparent and accessible information.

The Act extends the duty on local authorities to provide **Information, Advice and Support (IAS)** both to the parents and carers of children and young people with SEND and also directly to the young people themselves. IAS should be available through a single point of access which can signpost to other services and types of information.

Local authorities are required to **assess a parent carer or a young carer** if it appears they may have needs for support, or if they request an assessment. The assessment must include parent's well-being, (same meaning as in the Care Act below), needs for support or other needs and wishes, and whether they are able to continue to provide care for their child or young person.

Part 1 of the Care Act is underpinned by a general duty to promote the overall **well-being** of individuals, (adults and carers) and for services to contribute towards preventing or delaying the development of care and support needs. An individual's overall wellbeing is broadly defined to include:

- Control by the individual over day-to-day life (including over care and support, provided to the individual and the way in which it is provided);
- Participation in work, education, training or recreation;
- Social and economic wellbeing;
- Domestic, family and personal relationships;
- Suitability of living accommodation;
- The individual's contribution to society.
- Consideration of the individual's needs, views feelings and wishes in all aspects of their wellbeing

There is a duty in the Act to carry out an **assessment** of an individual who is "likely to have needs" for care and support as an adult. This assessment should be carried out at a time when it is of "significant benefit" to the person. Following the assessment, a **Care and Support Plan** must be produced where eligible needs are identified. The plan must include a **personal budget** and the individual has a right to request a **direct payment**.

The Care Act introduces a new duty on local authorities to carry out a **Child's Needs Assessment (CNA)** at a time when it is of significant benefit for young people preparing for adulthood who are likely to have needs for care and support after they reach 18. The conversation about whether a young person needs a CNA should begin in the Year 9 EHCP review as part of the preparation for adulthood planning and young people or their parents can request a CNA at any time prior to a young person's 18th birthday whether or not they have an EHC plan.

The assessment should be outcome focused and person centred and **must give an indication of which needs are likely to be eligible needs** once the young person turns 18 and include an indicative personal budget in order to help a young person be aware of the support options that may be available to them in the future and enable them to plan and make informed choices about what their future support may look like.

The Act provides that an assessment can be carried out jointly with another assessment and for young people with an EHC plan it should be based and built on a review of this plan. The local authority can decide not to carry out an assessment in which case it must give the reasons in writing and include information and advice on what can be done to prevent or delay the development of needs for care and support. If they do not carry out an assessment because the timing is not of "significant benefit" the local authority should advise when it is likely to be of significant benefit and contact the young person and their family to arrange the assessment at that time.

7.2 Example of competency framework for 0 – 25 EHC plan coordinator – Manchester

In order to ensure **continuity of support** for young people, assessments of disabled children / young carers that take place before the young people become 18, will continue to apply when they become 18 until reviewed or are reassessed and adult services have a plan in place.

The Care Act extends the duty to assess carers' needs and places obligations on local authorities to undertake a **child's carer's assessment** of a young person's parent/carers during the young person's preparation for adulthood if it considers that the parent/carer is likely to have needs for support after the young person becomes 18 and that the assessment would be of significant benefit to the carer.

A carer's assessment must include an assessment of whether the carer is able and willing to provide care, and continue to be able, as well as the outcomes that the carer wishes to achieve in day-to-day life and how the provision of support could contribute to the achievement of these outcomes.

In the case of a young person's parent/carer, if the local authority has identified needs through a transition assessment which could be met by adult services, it may meet these needs under the Care Act in advance of the child being cared for turning 18

The Care Act promotes **integration** with health services and provides the legislative framework for the Better Care Fund, a joint investment of NHS and social care funding to meet the support needs of adults.

The Act also creates a duty for agencies to **cooperate** and services must provide assistance to meet a need identified in an assessment if requested by a local authority.

Local authorities must promote an effective local market 'with a view to ensuring' that there is a variety of providers and high quality services to choose from and they must provide adults and carers with **information** about the care and support types and options and how to access them to ensure they have sufficient information to make informed choices. Independent advocacy must be arranged if the local authority considers that an individual would experience 'substantial difficulty' in participating in their assessment and / or the preparation of their care and support plan and choices.

Manchester Pathfinder: Competencies for 0-25 EHC Plan Co-ordinators			
Attitudes/Behaviours	Knowledge	Skills	Examples of how this can be demonstrated
<ul style="list-style-type: none"> Committed to improving the life chances of young disabled people and have high aspirations about what is possible Action-orientated - focussed on delivering actions and change Positive, can-do approach Creative and flexible Resilient Commitment to partnership working with families and others Leading by example in using a person-centred approach in all of their work Committed to working and sharing information in a transparent way 	<ul style="list-style-type: none"> Clear about their role and know what their core responsibilities are, where they can be creative and what is not their responsibility Understanding of social model of disability and how assumptions about disability lead to reduced life outcomes and therefore why raising expectations is vital Know what is possible and positive in the lives of young people - for example, paid employment etc. Know what is available (for example, the local offer) and where and how to find the information that families need and local opportunities Know the format and structure of 0-25 plan and what information goes where How person-centred reviews can contribute to 0-25 plan 	<ul style="list-style-type: none"> Able to listen to children, young people and families and be able to learn what is important to and what is important for a young person, and how to find the balance between the two Know how to listen to behaviour as well as what young people say directly Ability to raise aspirations in variety of ways, conversations, sharing examples, gently challenging low expectations Skills to research local offer and ability to share it with families Are able to use the following person-centred thinking skills and tools: <ul style="list-style-type: none"> One-page profiles Communication charts Decision-making profile Decision-making agreement Working and not working from different perspectives Relationship circle Able to use information from a person-centred review to inform an EHC plan Can co-ordinate contributions of other people, and use evidence to develop EHC plans that meet the standards Able to write clearly, without using jargon 	<ul style="list-style-type: none"> The plan co-ordinator will be able to: <ul style="list-style-type: none"> Describe the core responsibilities of their role Share their own one-page profile and demonstrate that it meets best practice criteria Share stories and examples of positive change that demonstrates what is possible and how they supported people to have high expectations Describe the local offer and how to find out further information Show you examples of each of the person-centred thinking tools and how they reflect best practice criteria Show you good quality 0-25 EHC plans

7.3 Example of a learning and development framework for the SEND reforms 0-25 – Portsmouth

Portsmouth City Council Framework - Learning and Development Needs (SEND Reforms)

5 Levels of training have been identified.

- Level 1 - Awareness raising
- Level 2 - Awareness raising and implications for specific organisations
- Level 3 - Outcomes focused advice
- Level 4 - Person centred planning
- Level 5 - Role of the Assessment Co-ordinator

Sessions to offered in 6 modular blocks

LEVEL	AREA OF LEARNING	CONTENT OF TRAINING	TARGET AUDIENCE	LENGTH AND TYPE OF SESSION	FREQUENCY
1	Awareness raising (Short sessions - 4-5 slides)	<ul style="list-style-type: none"> • National Picture • Implementation in Portsmouth 	All including parents and voluntary organisations	30 minute presentation	Ongoing
2	Awareness raising (Single session for specific organisations)	<ul style="list-style-type: none"> • National Picture • Implementation in Portsmouth • Audience specific areas <ul style="list-style-type: none"> - SHC Assessments - Local Offer - 0-25 Pathway - Parent/Young People Engagement - Personal Budgets - Communications Strategy - Workload Development - Joint Commissioning 	Health Visitors School Nurseries Parent Partnership Family Information Service Nursery Staff (Nursery Head Teacher (special schools)) Nursery Staff (Nursery Manager (mainstream/voluntary/independent nurseries)) Children's Centres Children's Centres - Cold and Family Lead Practitioner Child and Family Practitioner Parenting Practitioner Early Intervention Specialists Public Health Workers Education Improvement Officers - strategic level Family Support Team Basehills and Riverside Residential Workers Young Person Support Team Youth Offending Team Children's Homes/Foster Carers Adult Learning Disability Team	1-2 hour presentations General slides for all sessions with additional slides explaining the implications of the reforms on each organisation.	Ongoing

3	Outcomes Focused Advice	Training materials to be produced to include: <ul style="list-style-type: none"> • Overview • SEND Code of Practice • Outcomes focused plans • Role in contributing to the Agreement • Contributing to the 	SENCOs/Co-ordinators/SENs Educational Psychologists Sensory Impairment Team Portage Workers Early Years Advisors - SHCO role Public Health Workers - depending upon role Specialist Health Visitors CAMHS Workers (see LD Team)	Half day training session	2-3 times per year
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4	Person Centred Planning	co-production mapping What is already available and what is additional - provision mapping Training materials to be produced after Person Centred Planning Workshop. Example of contents to include: <ul style="list-style-type: none"> aim • Role of Plan Co-ordinator • SEND Code of Practice • EHC Assessments • Resources allocation systems • Local Offer • Personal Budgets aim • Outcome focused plans • Person Centred Planning • Annual reviews Make sure evidence writing is included so that SENDOS only have to attend a full day course rather than the half day sessions full day	SEND Social Workers Looked After Children Team Protection and Court Team Social Workers/Workers (role varies according to function) I.A. Team - Social Care Transition Social Workers Occupational Therapists Physiotherapists Speech Therapists Community Practitioners - check Health - Consultants - check	1 day	From September 1-2 times per year 1st session in September - add onto SENDOS session
5	Assessment Co-ordinator	Training underpinning for pilot	SENCOs/Co-ordinators SENCO Support Co-ordinators - Early Years, Schools, Colleges SENCOs - Independent Early Years, Schools Nursery Staff (Nursery Head Teacher (special schools)) Nursery Staff (Nursery Manager (mainstream/voluntary/independent nurseries)) Children's Centres - Cold and Family Lead Practitioner Child and Family Practitioner Educational Psychologists Portage Workers Specialist Health Visitors Health Visitors School Nurses CAMHS Workers (see LD Team) Public Health Workers - depending upon role Training Providers - see Tracy	1 day and ongoing Supervisors	

Materials

Training packs to be produced for each level and made available for bank of trainers (to be agreed)


7.4 Preparing for Adulthood Family Leadership Programme for parent/carers – Leicester City.

The Leicester City Family Leadership Programme is aimed at parents and carers of young people with SEND. It consists of modules designed to inform parents/carers about the planning process and future planning and aims to help parents/carers to be better equipped to support their young person to prepare for adulthood. It seeks to raise the aspirations of parents and carers around what is possible for their young person in their local community to lead fulfilling lives and help parents/carers understand the impact of changes as support networks and funding streams change.


The modules are delivered by partners from a range of services, including staff from children's and adults social care, health, housing and benefits.

<p>Module 1:</p> 	<p>Introduction to Preparing for Adulthood</p>	<p>Disabled Children's Service & Family Leadership Project Coordinator</p>
<p>This module will give a short introduction into the programme to help Parents / Carers understand what the Children's and Families and the Care Act are saying about preparing for adulthood.</p> <p>This module also covers welfare rights and benefits.</p>		
<p>Module 2:</p> 	<p>Friends, Relationships, Community and opportunities</p>	<p>Adults Social Care Transitions Team</p> <p>Disabled Children's Service</p>
<p>You will be introduced to the work of the Disabled Children's Service such as short breaks, preparing for adulthood, information and The Big Mouth Forum. A team member from Adult Social Care transitions team will explain adult social care eligibility and assessment process and support available.</p>		
<p>Module 3:</p> 	<p>Independence / Independent Living</p>	<p>Leicester City Council Housing Department</p> <p>Disabled Children's Team</p>
<p>Personalises different models towards living independently and the various routes to many housing options including home ownership, renting, shared and supported living. Participants are introduced to a broad range of assistive technologies that support independence and listen to the personal stories of those who have taken the steps to supported independent living.</p>		
<p>Module 4:</p> 	<p>Employment, Training, Education & Volunteering</p>	<p>Transformation Team Adult Social Care</p>

Helps you to think about that with the right support people with Special Educational Needs and Disabilities can, should and do work. Options such as Work Choice, Leicester Works, and Access to Work are explained along with the process for applying to college. You will hear about the support that Connexions offer to help young people make choices, the kind of college courses and training courses that are on offer including Apprenticeships. Some young people find volunteering rewarding as well as a beneficial stepping stone into employment.

<p>Module 5:</p> 	<p>Health</p>	<p>Children's Community Health Service</p> <p>Adults Health Service - Learning Disabilities</p>
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Parents and carers find it helpful to know when one service ends and another begins based upon the age of their young person and when some referrals within health are automatic and when they need to return to their GP. Information is also provided upon the type of health interventions given, who by and in different settings. You will hear about what to expect from adult health services, learn about health action plans and the ways we can support young people with Special Educational Needs and/or Disability in mainstream health services.

<p>Module 6:</p> 	<p>Personalisation</p>	<p>All of the above special-ists</p>
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At the beginning of the programme you will be given a Family Leadership Pack and at the end a certificate of attendance.

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