

# Preparing for Adulthood



## Preparing for Adulthood/NDTi Ellen Atkinson

3rd April 2019

# Preparing for Adulthood Programme (PfA)



- Commissioned by DfE to support the implementation of SEND reforms
- Delivered by the NDTi and CDC in partnership with NNPCF & Contact
- Offer free training, support and resources
- Provide advice and support to regional and local authorities
- Work with schools and colleges to support thinking about PfA outcomes

# National context



The system did not work for families and children:

- Too many children with SEND had their needs picked up late;
- Young people with SEND do less well than their peers at school and college and are more likely to be out of education, training and employment at 18;
- The focus was more on the SEND label rather than meeting the child's needs;
- Aspirations for children and young people need to be raised through an increased focus on life outcomes.
- More streamlined process, integrating education, health and care services and the Education, Health and Care Plan, replaced Statements and Learning Difficulty Assessments.

## Problems with the SEND system built up over time

- Adversarial system
- Inadequate information /access to services
- Poor coordination across education health and social care, and from child to adult services



## The Act and the statutory SEND Code of Practice introduce major changes

- |  |   |
|--|---|
| • 0-25   | • SEN support replaced 'school action' and 'school action plus' |
| • EHC Plans  | • Young Offenders duties  |
| • Much stronger role for families, in planning and commissioning | • Personal budgets  |
| • Local Offer  | • Review of disagreement resolution                             |
| • Joint Commissioning  |   |

# Preparing for Adulthood means:



## Code of Practice

### Chapter 8 - Preparing for adulthood from the earliest years

High aspirations - discussions about longer term goals should ideally take place well before Year 9 (age 13-14) at school

- higher education and/or employment
- independent living (choice and control, having a voice)
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

# Local Area inspections and PfA



- All inspections have included transition in their feedback – no one has it cracked!
- Local Offer - not enough focus beyond education
- Preparing for adulthood outcomes are the same for all young people including those with more complex needs
- Not enough focus on the wider outcomes beyond education - particularly for employment

# Indices of good practice



1. Co-production with children, young people and parents
2. All parties meet their statutory duties
3. Increased satisfaction with access to local services
4. Accurate and timely identification SEN and disability
5. Improved attainment and narrowing of the gap for CYP with SEND
6. Strong focus on those at SEN support
7. More YP go on to post-16 education, training and employment
8. Improved parental confidence

# 2 key priorities for SEN



- To embed the SEND reforms – to deliver the wider benefits, culture change and improved experiences envisaged by the 2014 Act
- Ensure the services and provision in local areas can meet SEND as effectively as possible

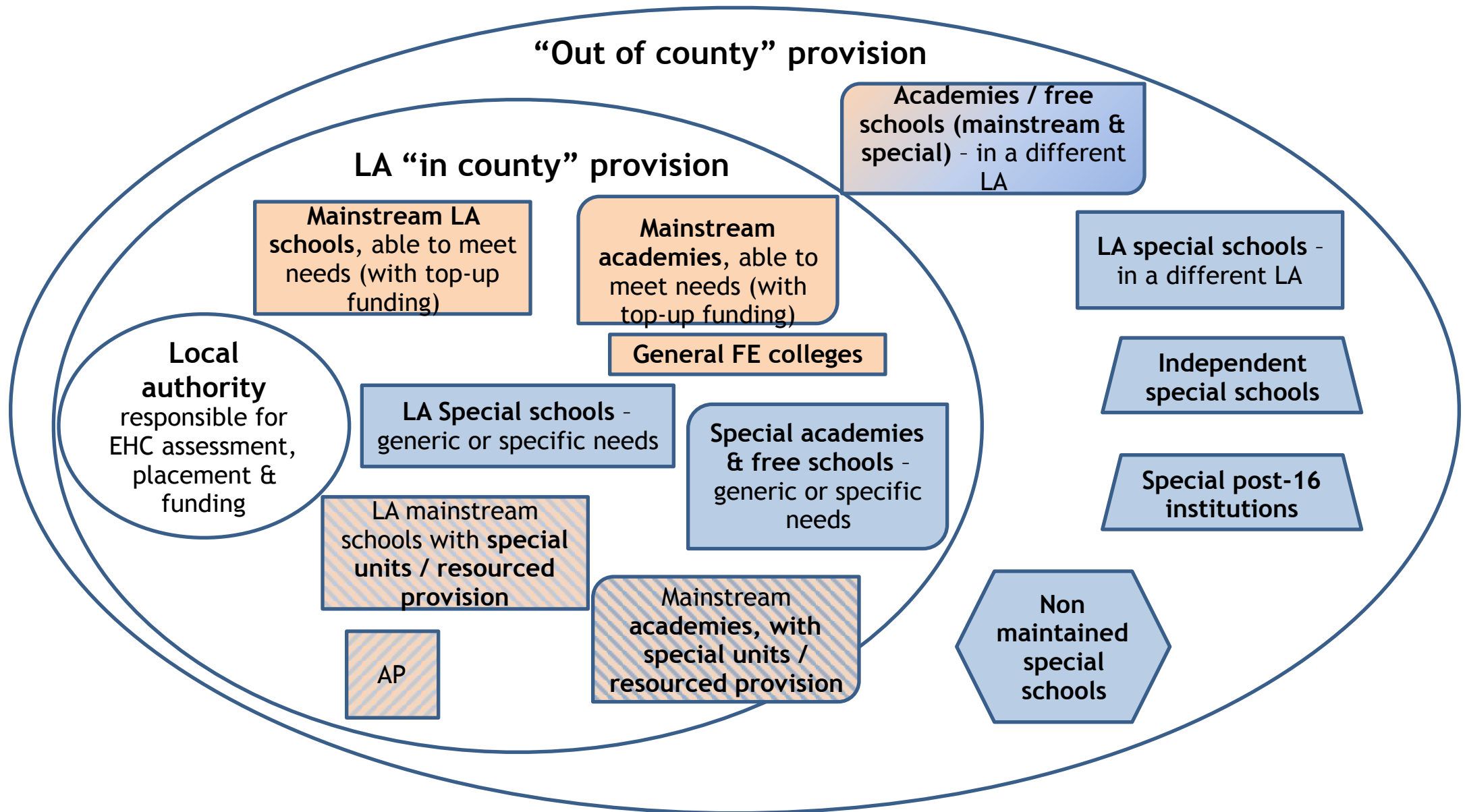


# SEND policy implementation Challenges

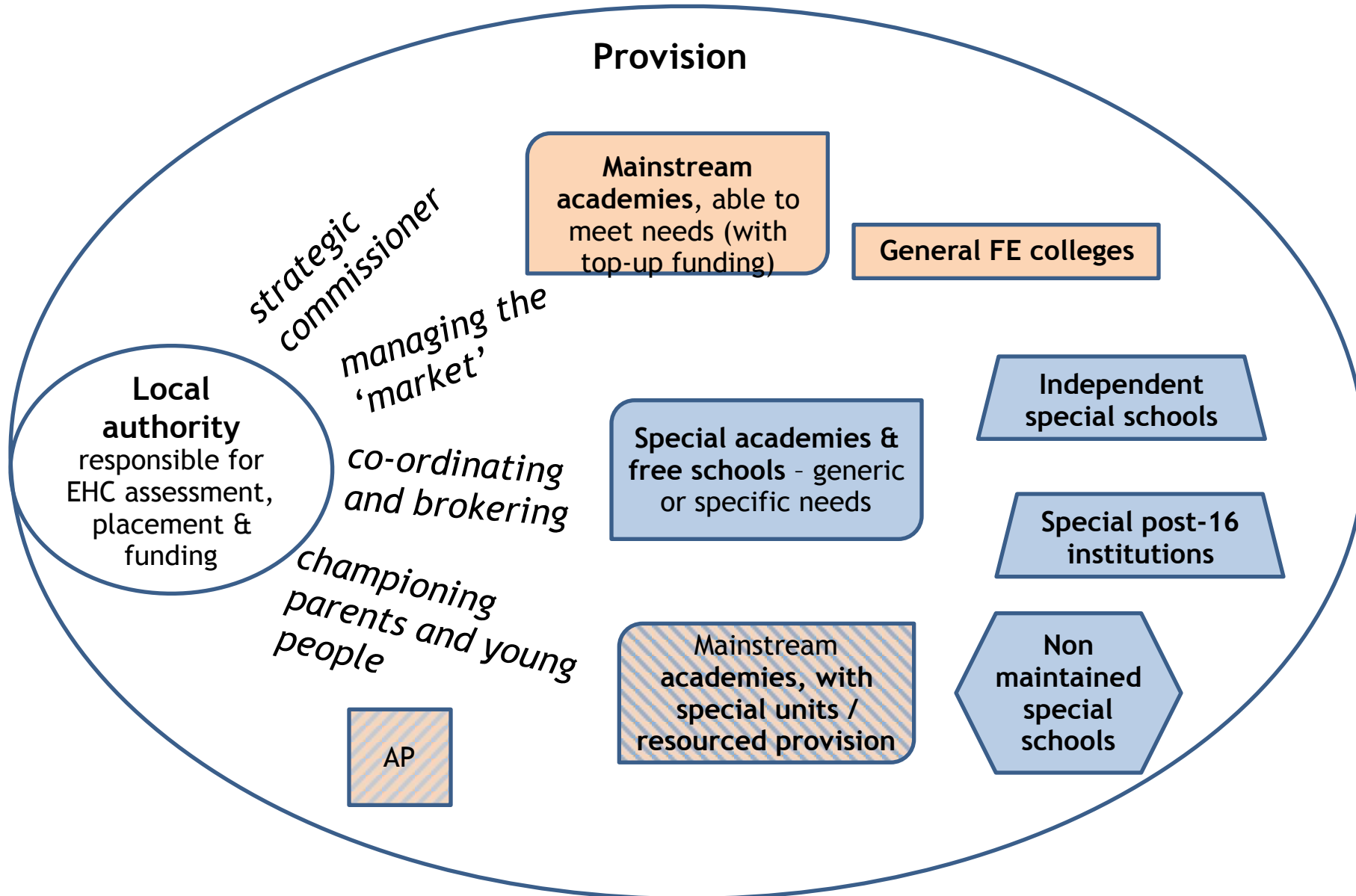


- Significant variability in delivery between areas
- Importance of high quality strategic leadership, especially for effective and lawful assessment of processes and joint working between education, health and care services
- Concerns over the way in which some mainstream schools support pupils with SEN
- Increasing pressure on resources, including for schools, high needs budget and health/social care

# High needs placements - past



# High needs placements - future



# How would you like local authorities to describe Natspec members?



- No clear outcomes
- Over-charging for identical provision
- Expensive
- Too pushy over placements
- Costs not transparent
- Not part of the system
- Miles away
- Part of the problem

# How would you like local authorities to describe Natspec members?



- Self-improving
- Outcomes-focused
- One-stop-shop of multi-agency support
- A source of specialist expertise
- Clear rationale for costs
- Good at transition
- Value for money
- A core part of our Local Offer
- Part of the solution

# What can Natspec members offer?



- High-quality and cost-effective provision
  - Delivering good, measurable outcomes
  - Strong at preparing young people for adult life
  - Transparent and reasonable costs
  - Integrated multi-agency support

# What can Natspec members offer?



- What staff and expertise do specialist providers have that could be marketed to LAs, MATs and other providers?
  - Specialist support for teachers and SENCOs in mainstream schools, colleges and EY settings?
  - Support for local authorities in assessing complex needs?
  - Partnerships with general FE colleges, maintained special schools and Academies – and special units in mainstream – to share expertise and build capacity?

# London review 2018



- Post-16 SEND demand is projected to rise.
- There is already a significant gap between projected demand and existing supply, particularly in post-19 provision.
- More than twice as many young people in London with EHCPs are not in education or training compared with those without SEND
- There is wide variation between provision and approaches to completing Education, Health and Care Plans in local authorities, which makes coordinating provision challenging
- Commissioners lack a robust evidence base to make planning decisions





## Key Recommendations

- More funding to boost the supply of SEND skills provision, including assisting mainstream providers to support more young people with special educational needs and disabilities
- Developing a London-wide register of providers for commissioners and other stakeholders, including information on the destinations of their young people with SEND in order to better understand the quality of provision across the city
- Improving the evidence base and data-sharing between commissioners and providers

# Developing pathways



- Children and young people with SEND have the same aspirations, needs and rights as all young people
- What does a good life look like for all children and young people?
- What is important to children and young people now and in the future?
- How can we support them and their families to plan for life outcomes?



Personalise  
your  
approach

Develop a  
shared vision

Improve  
post-16 options  
and support

Raise  
aspirations

Plan services  
together

# Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

## Employment

## Independent living

## Community Inclusion

## Health Pathway



0-----5-----10-----15-----20-----25

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Adulthood





# Moving on from education



How do we achieve this?

- Start early
- Listen to young people and families
- Raise expectations and aspirations
- Presumption of employability and independence
- Inspiring role models
- Person-centred planning - ensure the voice of the young person is central to their plan
- High quality careers advice
- Opportunities for families to meet young people who are in paid employment, living independently, have good health and are part of their community with friends and relationships



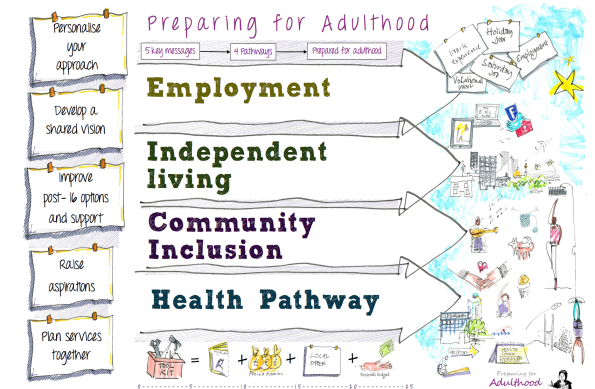
*Delivering Better Outcomes Together*



# Implementing the SEND reforms means....



- Local authorities need to develop strategic relationships with partners to plan and commission services together
- Keeping the young person and their family at the centre
- Developing the curriculum based on young people's aspirations for life and the four PfA outcomes
- Flexible use of funding
- Awareness of what works in terms of pathways into employment, independent living, friends, relationships and community and good health

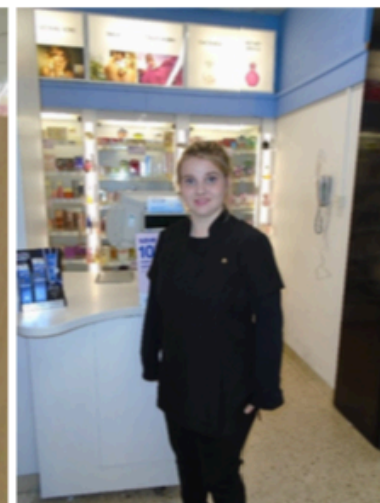


# Preparing for Adulthood



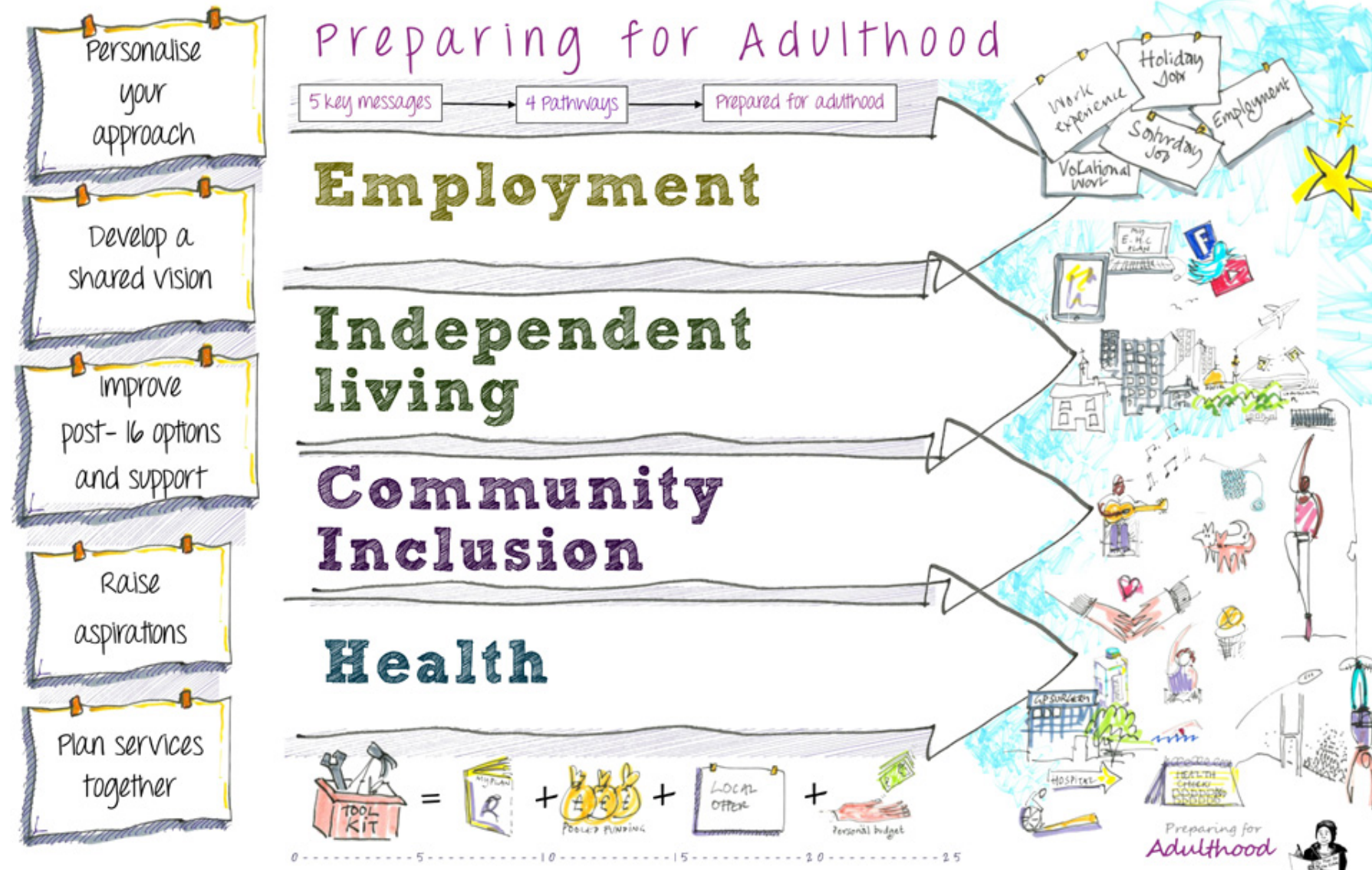
## Work experience that works

A practical guide for employers and education providers  
to support young people with SEND into meaningful work experience





# PfA Outcomes across the age ranges for children and young people with SEND





## Routes into Work Guide 2018



[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)



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Education & Skills Funding Agency

# Funding of students 16-25 with SEND

A Quick Guide





Questions?



# Preparing for Adulthood contact details:



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