

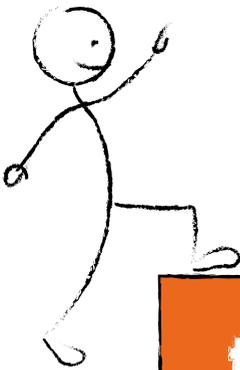
# Pathway to Adulthood

(Leaflet 5)

Aimed at Schools

Colleges and

other professionals



to  
**14 19+**

## Year 9 Onwards

High aspirations are crucial to success and discussion. Longer term goals should start earlier, ideally before year 9. Should focus on the child/young person's strengths, capabilities and the outcomes they want to achieve.

Schools and colleges should enable children and young people to have the information and skills to help them gain independence and prepare for adult life centred around their aspirations. Transition into post 16 should be planned, study programmes can be designed and pathways to employment created.

As part of the Code of Practice 2015 Children, young people and their families should be placed at the centre of their planning, and a shared vision and strategy should be developed, focusing on aspirations and outcomes. Where any further developments are required, LA's and CCG's should set out clear responsibilities, timescales and funding arrangements which will contribute to joint commissioning, the local offer and preparation of EHC plans.

Health professionals and Social Care should be involved in reviews and planning meetings to support when young people are transitioning either by attending or sending a report which may include supportive strategies to support schools with their planning.

As further outlined in the SEN Code of practice, many children and young people who have SEN may have a disability under the Equality Act 2010, which sets out the legal obligations that schools providers and colleges have towards disabled children and young people covered by the SEN definition;

*A child of compulsory school age or young person that has a learning difficulty or disability if he or she;*

- Has a significantly greater difficulty of learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities the kind generally provided by others of the same age in mainstream schools or mainstream post 16 institutions

The Code of practice provides statutory guidance on duties, policies and procedures relating to part 3 of the children and families act 2014 which can be found;

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Year 9

### Preparing for adulthood is the start of a transition process into adulthood. (Age 13-14)

Preparing for adulthood planning begins with a review led by school.

Attendees at the review may include child, family, school, Youth Direction, Social Worker, Health professional, anyone else involved with the child.

At the statement/Education Health and Care (EHC) review the following options will be explored;

- Support to prepare for higher education and/or employment, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with realistic achievable expectations included in the young person's outcomes around the young person's skill set and strengths.
- Support into Further Education.
- Training options such as supported internships, apprenticeships and traineeships should be discussed, incl how to set up own business.
- Support in finding a job, and learning how to do a job (ie work experience, or job coaches) and help in understanding welfare benefits available when in work.
- Support to prepare for independent living, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- Support in finding accommodation, housing benefits and social care support should also be explored.
- Support in maintaining good health in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to participate in society, including have friends, supportive relationships, money management skills, socialising and participating in and contributing to the local community

## Year 10

**EHC Review** should focus on Preparing for Adulthood and should be used to support the child and their family to explore more specific courses ie places to study, as an example through taster days, visits, provisional plans should be drawn up to prepare.

(Age 14-15)

Attendees at the review may include child, family, school, Youth Direction, Social Worker, Health professional anyone else involved with the child.

**At the review the following options will be further discussed;**

- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Support into **Further Education**.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

## Year 11

**EHC Review** the school would support the child and their family to firm up plans for post 16, and to familiarise with the new settings. Incl accessing taster days and visits to enable the young person to make an informed choice. This should always include contingency planning in case plans change ie due to exam results.

**At the age of 16 specific decision making rights about education health and care plans apply to young people directly from the end of compulsory school age, however the right of the young person to make the decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. Factsheet on the Mental Capacity Act 2005 can be found;**

[http://www.preparingforadulthood.org.uk/media/380898/pfa\\_factsheet\\_-\\_mca-cb\\_final\\_versions\\_3-12.pdf](http://www.preparingforadulthood.org.uk/media/380898/pfa_factsheet_-_mca-cb_final_versions_3-12.pdf)

(Age 15 -16)

**At the review the following options will be firmed up to agree the post 16 route;**

- Careers advice around options which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for higher education and/or employment, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with realistic achievable expectations included in the young person's outcomes around the young person's skill set and strengths.
- Support into Further Education.
- Training options such as supported internships, apprenticeships and traineeships should be discussed, incl how to set up own business.
- Support in finding a job, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits

*\* Please refer to Appendix 2 on The Care Act*

## Year 12

**At the Post 16 EHC review** providers would support the young person to reaffirm future plans. The young person would begin their transition from children's to adult social care and health where appropriate. Formal EHC reviews should take place on a yearly basis

(Age 16-17)

**At the review the following options will be further discussed;**

- **Careers advice around future options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

## Year 13

**At the EHC review** providers would support the young person to reaffirm future Plans. The young person would continue their transition from children's to adult social care and health where appropriate and discussions should be held around this.

Formal EHC reviews should take place on a yearly basis.

Age 17-18

**At the review the following options will be firmed up to agree progression routes;**

- **Careers advice around future options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

## Year 14 Onwards

**At the EHC review** providers would support the young person to reaffirm future plans. The young person would transfer to adult social care and health where appropriate - formally at age 18. Whilst the young person continues in educational provision their EHC plan would remain if required and formal EHC reviews would take place on a yearly basis. Continued education would require ongoing progression until the young person has met their (educational led) outcomes in their EHC plan.

Age 17-18

**At the review the following options will be firmed up to agree progression routes;**

- **Careers advice around further options** which may include Further Education, Apprenticeships, Traineeships, Supported internship, training, 6th Form colleges, High Education.
- Support to prepare for **higher education and/or employment**, and include appropriate pathways to lead to those identified outcomes.
- Aspirations should be discussed with **realistic achievable expectations** included in the young person's outcomes around the young person's skill set and strengths.
- Training options such as **supported internships, apprenticeships and traineeships** should be discussed, incl how to set up own business.
- Support in **finding a job**, and learning how to do a job (ie work experience, or job coaches) and help in understand welfare benefits available when in work.
- Support to **prepare for independent living**, including exploring what decisions young people want to take for themselves and planning their role in decision making as they become older. This should also include discussing where the young person wants to live in the future, who they want to live with, and what support they will need.
- **Support in finding accommodation**, housing benefits and social care support should also be explored.
- Support in **maintaining good health** in adult life, including effective planning with health services in the transition from specialist paediatric services to adult health care.
- Support to **participate in society**, including have friends, supportive relationships, and participating in and contributing to the local community.

## • YEAR 9 REVIEW

- As Part of PfA schools should support children and their families to explore their aspirations and the different post 16 options available to them. Year 9 onwards should include high aspirations about employment, independent living and community participation as part of the curriculum.



## • YEAR 10

- The year 10 review should focus on Preparing for Adulthood and should be used to support the child and their family to explore more specific courses or places to study, as an example through taster days, visits etc, provisional plans should be drawn up to prepare.



## • YEAR 11

- Schools should support the child and their family to firm up plans for post 16, and to familiarise with the new settings. This should always include contingency planning, in case plans change (ie due to exam results etc.) Good practice to invite future colleges to the review.



## • Post 16 Options may include:

- Special school
- Apprenticeships
- Traineeships
- Supported internship
- Further Education/ Work based providers
- Study Programme
- 6th Form Colleges
- Higher Education



## • The Pathway for Young people aged 19-25 should focus around agreed outcomes for adulthood, which may include;

- Employment/ supported employment
- Adult Social Care
- Full time Health provision
- Further education dependant on continued educational progression leading towards agreed outcomes.
- Higher Education

# Appendix 1

## Post 16 Transport

Stockton-on-Tees Borough Council (The Council) provides assistance with transport for young people aged 16 to 18 (over compulsory school age) and those continuing learners who started their programme of learning before their 19th birthday who have previously had a Statement of Special Educational Needs (SEN) or have an Education, Health and Care Plan. Assistance will be provided if the Post 16 Provider is the nearest to home in Stockton but if the young person prefers to undertake the same course outside the borough, then they would not receive transport assistance.

All young people who previously received transport support at compulsory school age (secondary school), will be reassessed when they move to Post-16 education. Similarly, the Council in partnership with Post 16 providers, will also consider applications from young people aged 16-19 years old who have an identified learning or physical disability that prevents them from using public transport and who haven't been assessed as having transport needs prior to the age of 16. An independent assessment of need would be conducted to determine the appropriate transport support.

The Council will also consider individual circumstances for those young people with learning and physical difficulties who apply for transport over the age of 19 years. It would be likely that in most cases, they will be referred to Health & Social Care for an assessment. If assistance is agreed, a contribution towards transport support would be required.

The Council's Community Transport Team promote an Independent Travel Training Scheme, to support young people with disabilities to develop their independent travel skills, which in turn will improve their confidence and future opportunities in adulthood e.g. work and leisure. The Community Transport Service works with Stockton Riverside College to assess students and provide the training; for students at Middlesbrough College or other FE Colleges, referrals need to be made to the Community Transport Team for independent travel training.

Further information can be found on the Post 16 Transport Policy 2017/18 found **here**

<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets>

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

## Appendix 2

### The Care Act

The Care Act 2014, came into effect from 1st April 2015, and represents the most significant reform of care and support in more than 60 years, putting people and their carers in control of their care and support.

The Act combines various existing pieces of legislation which previously shaped how social care was arranged in Britain. The intention is that the Care Act will make it easier for the public to understand why things happen in a particular way.

Importantly the Care Act also changes many aspects of how support is arranged, and aims to give greater control and influence to those in need of support.

**Please access the following links for the fact sheet on the Care Act which sets out responsibilities of Local Authorities, and link to The Care Act 2014.**

<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets>

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>



**Stockton-on-Tees**  
BOROUGH COUNCIL