



Special Educational Needs and Disabilities (SEND)

# Preparing for Adulthood

## Year 9 Best Practice Guide Checklist

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### **Who is it for?**

This best practice guide is a checklist for professionals supporting young people, and their parents, to plan and prepare for adulthood.

### **Why has it been developed?**

To help ensure professionals, young people and parents have the right information at the right time to make informed decisions and help all parties prepare and plan effectively for adulthood.

### **When does preparing for adulthood start?**

Planning will formally start in year 9, there is a lot to start to think about. Year 10 and 11 focus on developing future plans and monitoring progress. From 16 years of age choices and decisions need to be made.

### **Who should be involved?**

SENACT named Officer

Calderdale & Kirklees Careers

Social Worker (if involved)

Other key professionals actively involved in the person's life

Child/young person

Parent

School

# Year 9

## EHC Review Meeting

All the themes and actions below run alongside and inform or are informed by the annual review meeting, enabling a focus on preparing for adulthood at the review meeting.

Outcomes need identifying that enable the child/young person to move towards education goals and aspirations in adulthood.

Ensure the meeting captures all the information, outcomes and actions that enable the child/young person to move towards being as independent and possible and being able to participate in society.

Discuss any healthcare and social care needs.

All professionals who are involved in supporting the child/young person should attend the review meeting and or provide advice to support the setting of outcomes and planning provision.

<b>Education and employment – views and aspirations</b>		✓
1.	The child’s personal profile should have an increased focus on goals and aspirations in relation to PFA, including education and employment. Use person centred planning tools to support this, for example, PATH. Allow time to gather the child’s views, especially where they use alternative communication.	
2.	Raise aspirations for life, increase motivation and challenge stereotypes by:	
	2a. sharing information about what is available locally—support the child and their parents/carers to attend the Kirklees Local Offer Live event (held annually);	
	2b. arranging presentations from young people who have paid jobs and full lives;	
	2c. supporting children and young people to look at <a href="#">positive stories</a> about young people achieving good outcomes.	
3.	Explore different career options through exploration of Key Stage 4 options.	
4.	Early discussion/planning of work experience ‘tasters’ linked to goals and aspirations.	
5.	Encourage participation/leadership of clubs etc. that reflect their interest, more redefined approaches to exploring career options, for example, computer programs.	
Notes:		

<b>Being independent – views and aspirations</b>		✓
1.	Identify what being independent means to the child, for example – living in their own home, ability to access the community independently, making a drink, being supported to make a choice.	
2.	Identify the child’s long term aspirations in adulthood, where they would like to be in 10 years’ time, for example having a job, in a relationship.	
3.	Identify the current life skills and abilities, for example, managing money, having a bank account, welfare benefits.	
4.	Identify gaps or skills that need to be developed to achieve long term aspirations.	
5.	Discuss how the gaps/skills will be developed over time.	
6.	Help the child to understand the choices and options available, via the wider community offer and the assessed offer of support.	
7.	Enable the child to make their own decisions and understand what support is available to help them to be independent.	
8.	If the child or young person is likely to need support with any of the above the parent or young person should contact the community enablement team, my life team. They are a team of skilled, experience and qualified staff who support individuals to achieve their goals.	
Notes:		

<b>Being as healthy as possible – views and aspirations</b>		✓
1.	Discuss what being as healthy as possible means to the young person and families, for example pain management, how to maintain and develop good health, maintaining and improving mobility.	
2.	Discuss current healthcare needs and provision. Discuss how and when the young person will move from children's health services to adult health provision (See transition planning section.)	
Notes:		

<b>Participating in society – views and aspirations</b>		✓
1.	Identify the child's interests and record these in the personal profile, for example, hobbies, interests, sporting activities, and social groups.	
2.	Help the child to make decisions, plans about how to spend free time.	
3.	Ensure the child is aware of staying safe in the community and identify any concerns, for example, staying safe online, hate crime, mate crime, etc.	
4.	Identify how to maintain friendships when the child leaves school and discuss how to create opportunities to make new friends.	
5.	Help the child to understand the choices and options available, providing the right information to enable them to make informed decisions.	
6.	Enable the child to make their own decisions and understand what support is available to help them to be part of their community when they leave school.	
7.	If the child or young person is likely to need support with any of the above the parent or young person should have a conversation with the Community plus team for their locality – Huddersfield, Valleys, Dewsbury and Batley.	
Notes:		

<b>Information and advice</b>		✓
1.	Named C&K careers adviser allocated in year 8 or 9 depending when GCSE option choices are made.	
	1a. Careers Adviser attends Year 9 review (or Year 8 if GCSEs are chosen in that year) – Adviser introduces the Information, Advice and Guidance service that will follow the young person through to when they leave college.	
	1b. Adviser provides an introductory leaflet for parents which includes Preparation for Adulthood themes.	
	1c. Individual Careers Guidance interviews and group work sessions.	
	1d. Attendance at Parents Evenings / events.	
	1e. C&K SEND Careers Adviser allocated to support young people educated outside of the authority.	
	1f. ensures the young person and parents are aware that the “full time” college course is unlikely to be more than 3 days.	
2.	Mental Capacity Act – applies from 16 years of age - easy read information; <a href="#">Care England</a> <a href="#">Council for disabled children</a> For information about the <a href="#">adult safeguarding and decisions</a> see web page	
3.	<a href="#">Young person’s guide to preparing for adulthood</a> – an easy read guide developed with young people with SEND for young people with SEND	
4.	<a href="#">Parent’s guide to preparing for adulthood factsheets</a> – developed in partnership with PCAN. Parents will be starting to think about what is available for their children to support them to be independent from 16 years of age. This is best achieved by directing people to the following range of websites	
5.	<a href="#">Local offer website – preparing for adulthood section</a>	
6.	<a href="#">Learning disability partnership board website</a>	



<b>Information and advice</b>		✓
7.	<a href="#">Community Plus offer</a>	
8.	<a href="#">Community enablement team, my life team</a>	
9.	<a href="#">Assistive technology offer</a>	
10.	<a href="#">Disabled children's eligibility</a>	
11.	<a href="#">Adult social care eligibility</a>	
12.	<a href="#">Annual health check information</a>	
13.	<a href="#">Easy health – accessible health care information</a>	
14.	<a href="#">Ready steady go programme</a>	
15.	<a href="#">Health film clips on Kirklees local offer website</a>	
16.	<a href="#">My health tools</a>	
17.	<a href="#">Self-care for long term conditions</a>	
18.	<a href="#">5 ways to wellbeing</a>	
19.	<a href="#">Thriving Kirklees</a>	
20.	<a href="#">Calderdale &amp; Kirklees CAMHS - Children and Adolescence Mental Health Services</a>	

<b>Transition planning</b>		✓
1.	Consider the support the child will need to ensure a smooth transition to post 16 education setting.	
2.	Ensure all the above information is shared with the child and parent.	
3.	Keep the personal profile up to date.	
4.	Consider what support is needed to meet the identified aspirations.	
5.	Ask parents to visit GP who can help with the transition to adulthood. It is important the child and families get to know their GPs if they are not already.	
6.	Make sure the child knows they can go to their GP for an annual health check from 14 years of age if they are on the learning disability register held at their GPs.	
7.	Explain the Ready Steady Go programme, which provides a guide to help and support people to meet their health needs.	
8.	Ask parents to identify which health professional is the most appropriate to coordinate and be communication lead with the family and health professional involved.	
9.	Ask parents to ask the paediatrician when the child's transfer of care will take place. Paediatricians will transfer at an appropriate age, normally from 16 years of age onwards.	
10.	Discuss and agree actions around physical health, mental health and staying as healthy as possible and the responsibility of the child and family for this.	
11.	When the EHC plan is reviewed ensure it captures all of the child's aspirations for the four themes of preparing for adulthood.	