

SEND Pathfinder Information Pack



Version 4, October 2014 – Preparing for Adulthood





INTRODUCTION

Background & Context

The Pathfinder programme has been running for over 3 years and all local areas in England are now implementing the SEND reforms. There is a growing body of learning and evidence that the changes are making a real difference to the lives of children, young people and their families.

From the 1st September 2014, all areas were required to implement the SEND reform as outlined within the [Children and Families Act \(2014\)](#)ⁱ. The experience of the Pathfinders and non-Pathfinders has shown that the workforce development and culture change needed to implement the reforms takes both energy and time. Services and professionals across education, health and care for children and adults need to work together closely, putting families and young people at the centre of commissioning, assessment and planning.

There have been clear messages that local areas would value practical advice and support during the implementation phase. A [Pathfinder Champion](#)ⁱⁱ is available in every region providing a mixture of information, advice and support to all non-Pathfinder areas. **The information packs support the work of the regional Pathfinder Champions by demonstrating learning from across the whole programme.** Further information and case studies, together with details of the Pathfinder Champions, are available at the [SEND Pathfinder Website](#)ⁱⁱⁱ.

Information Pack Format & Structure

This fifth version has been updated to reflect the Children and Families Act (2014)^{iv}, SEND Code of Practice 2014^v, regulations^{vi} and the transitional guidance^{vii}. It is designed to draw together useful resources and case study learning from the Pathfinder programme and the wider implementation across England, to support all areas in implementing the SEND reforms themselves.

This pack is created for everyone involved in making the reforms work – amongst others, children, young people and families, parent carer forums, local authority children's and adult's services, the health service, early years settings, schools, post 16 institutions and VCS providers.

The full set of October 2014 SEND Pathfinder Information Packs cover the following six overarching themes of Pathfinder testing and can be found on the [SEND Pathfinder website](#)^{viii}:

- 0-25 Coordinated assessment and EHC planning
- Personal Budgets
- Local Offer
- Preparing for adulthood
- Engagement and participation of children, young people, parents and carers
- Joint Commissioning

These packs are supported by a glossary list which can be found at the end of each pack.

Future Versions

The 2014/15 Pathfinder Champion programme will run until March 2015. Information packs will be updated and published periodically and feedback will inform development of future packs. **Resources and examples from other sources are welcomed and can be incorporated into later versions of the information packs – please contact pathfinder@mottmac.com to share your approach and any associated resources.**

ⁱ Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

ⁱⁱ Further information on the 2014/15 Pathfinder Champion Programme can be found at <http://www.sendpathfinder.co.uk/pathfinderchampions/>

ⁱⁱⁱ SEND Pathfinder website, available at www.sendpathfinder.co.uk

^{iv} Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

^v SEND Code of Practice July 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf Draft revised special educational needs and disability code of practice: 0 to 25 years October 2014 <https://www.gov.uk/government/consultations/sen-and-disability-detained-persons-regulations-and-revised-code>

^{vi} Special Education Needs and Disability Regulations (2014) Link:
<http://www.legislation.gov.uk/uksi/2014/1530/contents/made> SEN (Personal Budgets) Regulations:
<http://www.legislation.gov.uk/uksi/2014/1652/contents/made> The Special Educational Needs (Miscellaneous Amendments) Regulations 2014, including amendments to the Special Educational Needs (Personal Budgets) Regulations 2014 <http://www.legislation.gov.uk/uksi/2014/2096/regulation/2/made>

^{vii} Transition to the new 0 to 25 special educational needs and disability system:
<https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>

^{viii} SEND Pathfinder Information Packs, available at www.sendpathfinder.co.uk/infopacks

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Introduction (Last updated October 2014)

Of the proposed legislative changes set out in the [Children and Families Act 2014](#)ⁱ, those relating to preparing for adulthood are perhaps the most significant. There are substantial new rights and protections for young people that did not exist in the previous system and will require new ways of working. Preparing for adulthood is a consistent theme across all elements of the reforms including the local offer, 0–25 coordinated assessment and EHC plan, multi-agency working, personal budgets, and joint commissioning.

At a fundamental level, the new system and accompanying legislative framework seek to promote high expectations and aspirations for what children and young people with SEND can achieve. Under the new SEND system, the Government wants to see multiple agencies, providers (particularly FE settings), parent carers and young people working together to ensure that planning and preparing for adulthood starts early on and is an explicit element of conversations with young people and their families as they move into and through post-16 education. In particular, and as outlined within Chapter 8 of the [July 2014 Special Educational Need and Disability \(SEND\) Code of Practice \(CoP\)](#)ⁱⁱ, ‘being supported towards greater independence and employability can be life-transforming for children and young people with SEND. This support needs to start early, and should centre around the child or young person’s own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions’ⁱⁱⁱ.

This section includes an overview of the preparing for adulthood SEND Pathfinder theme. It links to relevant documentation and resources, such as the [Children and Families Act 2014](#)^{iv}, [Special Educational Needs and Disability \(SEND\) Regulations 2014](#)^v and [July 2014 SEND CoP](#)^{vi}, and is supported by learning from pathfinder and non-pathfinder local areas. This is **version 4**, which builds upon learning from previous versions as well as capturing ‘how’ local areas have carried out these changes. This is a working document and the latest version can be found on the [SEND Pathfinder website](#)^{vii}. More detailed information will be included in future pathfinder information packs.

To support the testing and implementation of the reforms, the Department for Education (DfE) commissioned the Preparing for Adulthood Programme, which was delivered by a partnership between the [National Development Team for Inclusion](#)^{viii}, and the [Council for Disabled Children \(CDC\)](#)^{ix}. The programme supports local areas to use best practice in preparing for adulthood (covering the 14-25 age range) when implementing the reforms. The programme produces a bi-monthly e-bulletin, factsheets and materials, runs free regional events and provides 1:1 support in the regions. They do this through working closely with Pathfinder Champions. For more information on the programme or for more information on the resources and support available to local areas, please refer to [Preparing for Adulthood’s website](#)^x.

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In addition to this support, during 2012/13 the DfE funded the Further Education (FE) Cluster Project (please [see Annex A](#) at the end of this document). This project explored how a group of FE colleges (both mainstream and special provision) and other providers can work together, share effective practice and initiate peer to peer learning with the aim of raising expectations and improving outcomes for learners with learning difficulties and disabilities.

What do the Children and Families Act 2014, SEND Regulations, July 2014 SEND Code of Practice (CoP) and supporting documents say about preparing for adulthood? (Last updated October 2014)

On the 22nd October 2014 the DfE opened a consultation, seeking views on the ‘Draft SEN and Disability Detained Persons Regulations 2015’ and ‘Draft Revised SEN and Disability Code of Practice (CoP): 0 -25 years’. The consultation document can be downloaded [here](#)^{xi} and outlines how to respond, the purpose of the consultation, amendments and timeframes. The associated draft regulations and SEND CoP have also been included in the table on the following page:

Act and Supporting Documents					
Children and Families Act 2014 (referenced throughout part 3) ^{xii}	SEND Regulations 2014 (referenced across a number of regulations) ^{xiii} Draft Special Educational Needs and Disability (Detained Persons) Regulations 2015 (draft October 2014) ^{xiv}	SEND Code of Practice July 2014 (referenced throughout and specifically Chapter 8) ^{xv}	Transition to the new 0-25 special educational needs and disability system August 2014 ^{xvi}	Implementing a new 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014 ^{xvii}	Special Educational Needs and Disabilities: a guide for parents and carers - August 2014 ^{xviii}

In July 2014 the DfE and Department of Health (DoH) published [‘Implementing a new 0 to 25 special needs system: LAs and partners’^{xix}](#). This is non-statutory advice to help Local Authorities and their partners understand their role in implementing the reforms to the special educational needs and disability system. Extracts from this document are included within this information pack and referenced accordingly.

This non-statutory guidance [‘Implementing a new 0 to 25 special needs system: LAs and partners’^{xx}](#) specifically notes the following in relation to timescales for local implementation:

How to phase implementation of the SEND reforms for local authorities

- *By September 2014: You should have published a plan, produced with parents and young people, setting out how you will go about transferring young people who receive support as a result of an Learning Difficulty Assessment (LDA) and children and young with statements to EHC Plans by 1 April 2018.*
- *After September 2014: You should implement your plan to ensure that -*
 - *all young people who currently receive support as a result of a LDA who request an EHC plan and need one are issued with one;*
 - *all young people who currently receive support as a result of an LDA who continue in further education or training beyond 1 September 2016 have an EHC plan where one is needed;*

For individuals with a statement, the transfer process must be completed within a maximum of 14 weeks.

Young people in custody

- *The legislation relating to those in custody will commence from April 2015. The provisions will include the right for detained children and young people to request an EHC assessment while they are in custody and new duties on the young person’s home local authority and health service commissioners to arrange appropriate education and health provision if a young person with an EHC plan is detained in custody.^{xxi}*

Further to this, paragraphs 17, 18, 20 & 22 of the implementation pack note:

'Statements, LDAs and eligibility for EHC plans:

17. 'local authorities have undertaken LDAs for young people either because they had a statement at school or because, in the opinion of the local authority, they are likely to need additional support as part of their further education or training and would benefit from a LDA to identify their learning needs and the provision required to meet those needs. The expectation is that young people who are currently receiving support as a result of a LDA and remain in further education or training during the transition period, who request and need an EHC plan, will be issued with one'.

18. 'If a local authority decides to cease a statement and not replace it with an EHC plan or not issue an EHC plan to a young person who receives support as a result of an LDA then dispute resolution arrangements must be in place locally for parents and young people, including mediation and the right to appeal a decision to the First-tier Tribunal'.

Overall timeframe for transition

20. 'Young people who receive support as a result of LDAs have fewer rights and protections than those with statements. To address this inequality and to make sure they get the support they need to be well prepared for adulthood, we think it is important to prioritise the transfer of this group to the new system. It remains our intention to ensure that all young people who receive support as a result of an LDA who need an EHC plan have one by September 2016'.

22. 'Local authorities should consult with parents, young people and professionals to develop a local plan setting out the order in which children and young people with statements and LDAs will transfer to the new system'...'in order not to overwhelm the system in the first year of implementation, between September 2014 and September 2015 local authorities will only be required to transfer:

- young people who receive support as a result of a LDA who request an EHC needs assessment;*
- children and young people who have been issued with draft EHC plans before 1 September 2014;*
- young people moving into further education or training from school in September 2015 (in 2014/15 this must be completed before 31 May 2015, and by 31 March in subsequent years)^{xxii},*

As noted within [Version 5 of the 0-25 Coordinated Assessment and Education, Health, and Care Plan^{xxiii}](#) information pack, the new system seeks to promote a focus on the outcomes that children and young people and their families want to achieve. Specifically, the [July 2014 SEND CoP^{xxiv}](#) highlights that local authorities must ensure that early transition planning is in place for all young people with an EHC plan focusing on positive outcomes and how to achieve them:

8.11 'Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition. Local authorities should ensure that children and young people have the support they need (for example, advocates) to participate fully in this planning and make decisions. Transition planning must be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood'.

It also emphasises that person-centred planning should be at the heart of the coordinated assessment and EHC planning discussions, focusing on an in-depth analysis of the appropriate learning provision for the young person to help them meet their outcomes, including for young people preparing for adulthood. Regarding the local offer, the local authority must set out what support is available to children and young people with SEND to enable them to move into adulthood with choice and control over their lives and greater life outcomes (employment, independent living, community participation and good health). Information in the local offer should include evidence of what works in achieving good outcomes.

Likewise, it notes that EHC plans reviewed after the age of 19 should plan for phased transition into the key life outcomes listed, with a greater emphasis on pathways to independent living and links to job seeking.

For a broader understanding of the policy drivers for this theme, the Children and Families Act 2014 and supporting documents should be referred to.

EHC plans for young people aged 19-25

At the heart of the SEND reforms is the extension of statutory protections from age 0 to 25. Underpinning this is the requirement that the local offer is comprehensive across this entire age range. That is, parents and young people should know what support is available across education, health and

social care from 0 to 25 and how to access it, including eligibility criteria, where relevant, and for it to be clear where they can go for information, advice and support.

Likewise, settings within the further education sector **must** use their ‘best endeavours’ to secure the special educational provision called for by a child or young person’s SEN for this inclusive age range. However, when considering eligibility for an EHC plan ‘in relation to a young person aged over 18, a local authority must consider whether he or she requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete his or her education or training’^{xxv}. Similarly, ‘in reviewing an EHC plan maintained for a young person aged over 18, or deciding whether to secure a re-assessment of the needs of such a young person, a local authority must have regard to whether the educational or training outcomes specified in the plan have been achieved’^{xxvi}.

‘When determining whether a young person aged over 18 no longer requires the special educational provision specified in his or her EHC plan, a local authority must have regard to whether the educational or training outcomes specified in the plan have been achieved’^{xxvii}.

Trends across the SEND Pathfinder Programme (Last updated April 2014)

Throughout the life of the SEND Pathfinder Programme, pathfinders have continuously sought to refine their coordinated assessment and planning process so that it fully supports children and young people across the full 0-25 age range. Some pathfinder areas have developed separate templates for EHC plans that specifically cater for young people preparing for adulthood, while others have sought to develop EHC plans that encompass children and young people of all ages 0-25, and contain sections to cover needs and outcomes across these ages.

As part of this, pathfinders have made efforts to develop a shared language and vision for the future, co-produced by parent carers, young people, parent carer forums, practitioners, providers, and educational settings to raise aspiration and promote innovative approaches to improving services and effective joint-working. The work of the pathfinders focusing on the preparing for adulthood reform theme has reinforced a broader message from pathfinder testing – that bringing together a range of professionals from across agencies around a young person, including parent carers, is crucial to develop truly holistic, aspirational outcomes. Overall, this work has underlined that early preparation for adulthood and considerable investment of time facilitates better planning by families, young people, and practitioners. It also supports the long-term development of a holistic picture of outcomes for a young person post-16.

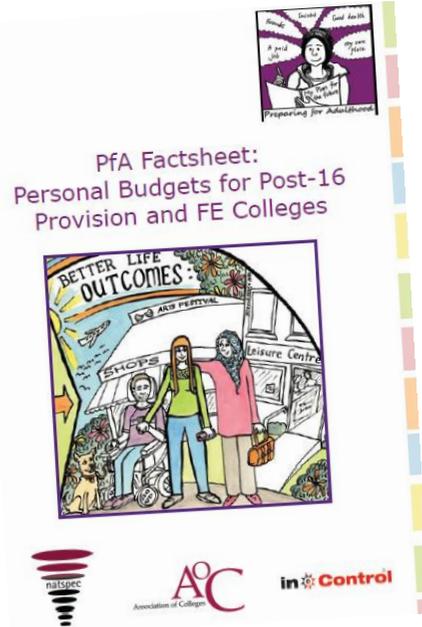
To support provision for this age group further, extensive work has also been undertaken to bridge differences between provision of children and adults’ services. This has been undertaken predominantly through close working with parent carer forums and multi-agency practitioners, although

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this has required major culture change. As part of this work to offer families and young people particular support at transition age ranges, pathfinder areas have also worked with educational settings, including colleges and Independent Specialist Providers (ISPs), to develop holistic learning programmes to support young people preparing for adulthood. This co-production sits alongside broader efforts to develop robust joint commissioning approaches, personal budgets, and local offers. An important element of the development of local offers and reworking of commissioning approaches to provide enhanced support for young people preparing for adulthood has been the continuous reassessment of existing service provision, revealing both strengths and weakness in an area's current offering. Both the [Children and Families Act 2014^{xxviii}](#) and the [Care Act^{xxix}](#) introduce greater flexibilities for children's and adult's services to work together to better support young people moving from one service to the other. The Preparing for Adulthood programme has developed a factsheet which shows how both Acts work together.

Pathfinder learning has also highlighted that the personalisation of support, particularly through the associated offer of personal budgets, has enabled the development of innovative and aspirational approaches to support young people to work towards the outcomes that they and their families want to achieve.

Useful Preparing for Adulthood Resources (Last updated October 2014)



PfA Factsheet: Personal Budgets for Post-16 Provision and FE Colleges (New)

Background/ Context:

The introduction of The Children and Families Act 2014 has brought about a number of duties in relation to Education, Health and Care (EHC) Plans. If you are a young person you can request a personal budget which can include elements of education, health or care provision.

The Factsheet combines work from [Preparing for Adulthood](#)^{xxx}, [In Control](#)^{xxxi}, the [Association of Colleges](#)^{xxxii} and [Natspec](#)^{xxxiii}. It explores examples and scenarios of how personal budgets can be implemented in Further Education colleges and post-16 provision. There will be an update to this factsheet in March 2015 to share further learning from local areas.

[You can download the Factsheet by clicking here](#)^{xxxiv}.

Preparing for Adulthood: Factsheet: The Children and Families Act and the Care Act (New)

There are many policy changes approaching that will affect the lives of young people with SEND and their families. The two pieces of legislation that will have the greatest influence on support for young people with SEND preparing for adulthood are **Part 3 of the Children and Families Act 2014** and **Part 1 of the Care Act 2014**.

PfA have prepared a [Factsheet: "The Links between the Children and Families Act 2014 and The Care Act 2014"](#)^{xxxv} that identifies the key elements in both Acts that relate to preparing for adulthood. It will support local authorities to identify where processes overlap and to consider how they can be effectively joined up.



PfA Factsheet: The Links Between The Children and Families Act 2014 and The Care Act 2014



Background/context

The Preparing for Adulthood programme (PfA), is a DfE SEND Delivery Partner and a joint partnership bringing together a wide range of expertise and experience of working with young people and families at a local and national level and across government, to support young disabled people (aged 14-25) into adulthood with paid employment, good health, independent living, and community inclusion. The [Preparing for Adulthood's website^{xxxvi}](#) is a good source of information, particularly for this area of the reforms.



Publication: Delivering support and aspiration for disabled young people

PfA have published a document, [Delivering support and aspiration for disabled young people^{xxxvii}](#), which explores the learning from the pathfinders through examples and case studies, demonstrating what people did, how they did it and why it worked across employment, independent living, community inclusion and health, as well as exploring how each element supports the delivery of the SEND reforms.

The SE7 Pathfinder consortium worked with Preparing for Adulthood to develop the ['Developing the Preparation for Adulthood Section of the Local Offer'^{xxxviii}](#). It provides ideas and suggestions for what to include in the Local Offer so that it supports young people with special educational needs and disabilities as they prepare for and move into adulthood with better life chances which focuses on these key areas.

Exploring vocational routes to employment (New)

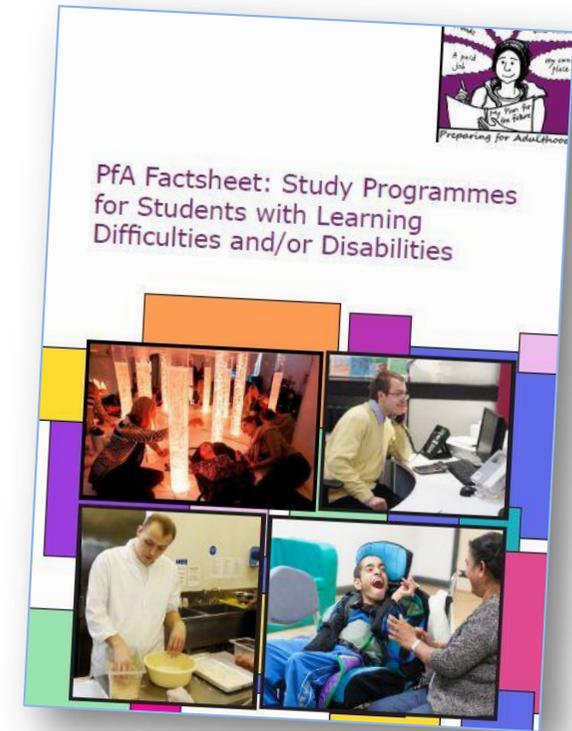
Personalised study programmes are publicly-funded programmes of learning for 16 to 19 year olds, or 16 to 25 year olds where the student has a learning difficulty assessment or Education, Health and Care plan, which are based on a young person's prior attainment and designed to meet clear educational and career aspirations. Study programmes were introduced from September 2013, and all post-16 providers, regardless of setting, are now expected to offer each student a study programme which is coherent, appropriately challenging and supports the progression of the individual.

All young people should be on personalised study programmes, which can be particularly helpful for young people with moderate learning difficulties who don't have an EHC plan but who need a tailored approach to education.

Preparing for Adulthood has developed a useful [factsheet about study programmes^{xxxix}](#) which includes information around how study programmes are funded and examples of study programmes for students with LDD.

Below are some examples of personalised study programmes:

- [Apprenticeships^{xi}](#): young people can earn whilst they learn and study for nationally recognised qualifications.
- [Traineeships^{xii}](#): prepare young people for their future careers by helping them to become 'work ready'. Traineeships are a mainstream education and training programme with work experience that is focused on giving young people the skills and experience that employers are looking for. At its core are work preparation training, English and Maths for those who need it and a high quality work experience placement.
- [Supported Internships^{xiii}](#): for young people with complex needs aged 16 to 24 with a statement of special educational needs, a Learning Difficulty Assessment, or an Education, Health and Care plan who want to move into employment and need extra support to do so. Alongside stretching study in English and maths, there is an extended work placement with a real employer doing a real job for at least 6 months, supported by a job coach.



[Association of Colleges SEND Reform Best Practice Case Studies \(New\)](#)

On behalf of the Department for Education the Association of Colleges has produced eight best practice case studies of colleges implementing the reforms. These case studies include planning for the reforms, avoiding potential pitfalls, next steps and the impact of the programmes.

The eight topics are below and [the full case studies can be read here.](#)

1. **Effective implementation of Education, Health and Care plans in partnership with the local authority - Bromley College of Further and Higher Education**
2. **Empowering the student: participation in college life - Exeter College**
3. **Working with schools towards effective transition planning into college - Gloucestershire College**

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4. **Working together to improve the progression into employment for young people with severe learning difficulties and autism, in the borough of Hackney** - *Hackney Community College*
5. **Hertfordshire Local Authority and Oaklands College working collaboratively to implement the SEN reforms** - *Oaklands College*
6. **Personalised learning programmes** - *Leicester College*
7. **Pathways to employment: supported internships** - *Trafford College*
8. **Transition out of college: independent living, friendships, relationships and community living** - *Weston College*

Top Tips for On-going Implementation (Updated October 2014)

Since September 2011 Pathfinders have been working with their partners to develop Preparing for Adulthood plans. These approaches have evolved in light of their collective and individual experiences and the emerging legislation, which is also supplemented by learning from a number of non-pathfinder areas that have also been preparing for and implementing the SEND reforms. This section provides top tips for ongoing implementation based on a combination of key learning from local areas to date and the work of the [PfA delivery partner^{xliii}](#). A poster of the 5 top tips can be downloaded by [clicking here^{xliiv}](#).

Please note that resources and examples from other sources are welcomed and can be incorporated into later versions of the SEND Information Packs; contact pathfinder@mottmac.com to share your approach and associated resources.

Summary of Top Tips (please note these are not in sequential order)

Please click on the links below for further information and resources:

- [Top Tip 1: Develop and implement a shared vision and strategy](#)
- [Top Tip 2: Raise aspirations](#)
- [Top Tip 3: Personalise your approach](#)
- [Top Tip 4: Improve post-16 options and support](#)
- [Top Tip 5: Plan services together](#)

Top Tip 1: Develop and implement a shared vision and strategy	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • Local Authorities are expected to have developed and started implementing their Preparation for Adulthood vision and strategy, focusing on outcomes and aspirations. This should have been developed involving young people, families, key partners and decision makers. • This strategy should: 	<p>Case Studies</p> <ul style="list-style-type: none"> • <i>(Last updated April 2014)</i> North Yorkshire Pathfinder Case Study - summary of North Yorkshire's visioning day for Preparing for Adulthood, highlighting development of a shared

- Set out the shared vision for improving life chances and identify who will be responsible for which actions.
 - Include the routes (or pathways) into employment, independent living and community participation and;
 - Detail the current position, identify the gaps and set out actions for improvement and development.
- There should be defined ownership for this vision and the underlying action plan.
 - Getting buy in from the top is crucial, including the Chair of your Health and Wellbeing Board and a local authority Chief Executive or Council Leader.
 - Pathfinders found having a SEND reform Steering Group, with representation from across agencies, helpful.
 - It is important for staff to have identified and understood how the vision will inform all key commissioning strategies.
 - This work will continue to contribute to the Local Offer by identifying how all services support young people with SEND into adulthood with good life outcomes.
 - It should be clear how services will continue to work together to deliver smooth processes and support, to describe roles and responsibilities for planning, reviews and the ongoing improvement and development of services.
 - Where pathways need further development, local authorities and CCGs should set out clear responsibilities, timescales and funding arrangements for that work.
 - Young people with SEND should have been/ continue to be consulted to understand what they want life to be like, keeping the four outcomes in mind: paid employment, good health, independent living and community inclusion. Revisit these outcomes throughout the implementation of your vision.

vision with key stakeholders.

Resources

- ***(Last updated April 2014)*** North Yorkshire's Transition to Adulthood report [\[Refer to Appendix 1\]](#) – this provides further detail on the work covered above
- ***(Last updated April 2014)*** North Yorkshire's Transition to Adulthood Action Plan [\[Refer to Appendix 2\]](#)
- ***(Last updated April 2014)*** Personalised Learning Pathways [\[Refer to Appendix 3\]](#) - information for young people and their families, 2013-2014.

Top Tip 2: Raise aspirations	
Ideas and examples of how to use and/or embed this learning	Examples/ Resources
<ul style="list-style-type: none"> • High aspirations are crucial to success - discussions about longer-term goals should start early and be developed through curricular and extra-curricular provision. This should start well before Year 9 in schools. • Use the Getting a life pathways^{xlv}. They set out what each different agency can do to support young people with SEND to achieve their goals, and how person-centred support planning can help bring all this together. • Professionals should focus on the child or young person's strengths and capabilities, and the outcomes they want to achieve - What does a good life look like? What does good support look like? What am I good at? What do I enjoy and want to develop further? • Find and share role models of young people with SEND, including those with complex needs, who have choice and control over their support and have full lives. Pathfinders have achieved this by asking young people to share these experiences at events or via videos. • Ask the parents of young people to share what has helped their children move into adulthood with full lives, and what support they, as parents, needed. • Share video clips from websites aimed at raising aspirations, such as Preparing for Adulthood^{xlvi}, Aspirations for Life^{xlvii} and Disability Confident^{xlviii}. • Local authorities must work with education, training providers and partners to raise aspirations for good life chances. • Ensure staff and parents are trained on 'what is possible and what works'. Job Centre Plus staff, transition workers, careers advisors, schools, colleges, universities, health, social care and education professionals, commissioners and parents all need to aim high for young people with SEND. 	<p>Case Studies</p> <ul style="list-style-type: none"> • <i>(Last updated April 2014)</i> Hartlepool Pathfinder Case Study - this story from Hartlepool shows what is possible for young people with complex needs and how all young people can be supported to achieve better life outcomes. <p>Resources</p> <ul style="list-style-type: none"> • <i>(New)</i> Winchester and Eastleigh Healthcare NHS Trust 'Moving on Well' Resource Pack^{xlix} – includes information on improving transition and raising the aspirations and achievements of young people with complex health needs or disabilities. • <i>(Last updated April 2014)</i> Getting a life pathway booklet^l - from Preparing for Adulthood. • The Department for Work and Pensions (DWP) have developed a portal^{li} to help young disabled people successfully navigate the transition to work.

Top Tip 3: Personalise your approach	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • Personalisation begins with good planning that is aimed at discovering what is important to a young person now and in the future and then exploring which interventions and support will help to achieve these aspirations. • Personal budgets (from education, health and social care) can be a useful way of enabling young people to have more choice and control over their lives and support. • Young people and families should have been in designing and delivering person-centred EHC plan templates and personal budget systems from the start. Ensure you continue to work with your young people and parent carer forum(s). • Train the team who will be using EHC Plans in person-centred practices, key working and understanding 'what's possible' for young people with SEND. It is important that everyone in the system understands their role in developing and implementing a person-centred approach. • Extend the use of personalised approaches to support for all young people with SEND, whether they have an EHC Plan or not. Some areas have explored tools like one page profiles throughout their school to achieve this. 	<p><u>Case Studies</u></p> <ul style="list-style-type: none"> • <i>(Last updated April 2014)</i> Hertfordshire 'Planning Together' Pathfinder Case Study - Hertfordshire has worked to ensure a 'joined up', multi-agency, and person-centred approach to developing EHC plans in an educational setting environment. • <i>(Last updated April 2014)</i> Greenwich Pathfinder Case Study - This case study shows how Greenwich has used person-centred planning techniques to prepare for its annual reviews at school.
Top Tip 4: Improve post-16 options and support	
<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • It is important to understand the need to develop a range of options for young people with SEND aged 16 and over, which include pathways through education into employment, independent living, good health and community 	<p><u>Case Studies</u></p> <ul style="list-style-type: none"> • <i>(New)</i> Association of Colleges SEND Reforms Best Practice Case Studies - On behalf of the Department for Education the Association of Colleges has produced eight best practice case studies of colleges implementing the reforms. These case studies include planning for the reforms, avoiding potential pitfalls, next steps and the impact of the programmes. • <i>(New)</i> Exploring vocational routes to employment - contains an overview of different

inclusion.

- It is therefore important to develop the workforce across health, education, social care and other agencies such as housing and employment.
- This requires coaching that promotes the culture change required as well as process change. This should include training and development in coproduction and person centred approaches and evidence of what helps young people with SEND achieve PfA outcomes.
- Use the information you have about what young people with SEND want and need. You will have information from developing and implementing your shared vision, from EHC Plans and from local schools and colleges. Data on young people not in education, employment or training, and in your Joint Strategic Needs Assessment will also be helpful.
- Think about what post-16 provision and support you need locally to help young people with SEND achieve the four life outcomes: paid employment, independent living, good health, and community inclusion.

vocational routes to employment for young people with SEND including links to useful resources and guidance.

- **(New) [Hertfordshire Supported Employment Video](#)** ^{liv} – Hertfordshire Youth Connexions team have recently developed a video showing the variety of employment situations hear the young people talk about their experiences.
- **(New) [Project SEARCH - a model for supported internships \(sourced from Preparing for Adulthood\)](#)** – provides details of Project SEARCH, a supported internship programme hosted by employers with a view to enabling interns to become ready for work and better placed to find appropriate employment on completion.
- **(New) [EmployAbility – ‘Let’s work together’ Case Study Snapshot \(sourced from Preparing for Adulthood\)](#)** - This case study explains the journey that Round Oak School and National Grid had to develop ‘EmployAbility Let’s work together’, which is led by National Grid whereby students of Round Oak School were able to gain valuable work experience as part of the programme.
- **(New) [Supported Internships: Andrew’s Story \(sourced from Preparing for Adulthood\)](#)** - This case study outlines the story of a young man with a learning disability who successfully completed a supported internship with Worcester College of Technology. He is now in paid employment, and continuing to develop his skills to develop his career in catering.
- **(New) [Supported Internships: Michael’s Story \(sourced from Preparing for Adulthood\)](#)** - This case study outlines the story of a young man with a learning disability who successfully completed a supported internship with Salford College. He is now in paid employment, and is an ambassador for the programme.
- **(New) [Surrey Choices: EmployAbility Case Study](#)**: a case study about a young man with learning difficulties who has successfully completed a number of placements, with the support of EmployAbility, and now has a permanent full time job working as a print room assistant.
- **(New) [Supported Internships – Shipley College Case Study \(sourced from Preparing for Adulthood\)](#)** - Case study about a young person called Luke who is on a supported internship with Shipley College and was placed with the Midland Hotel, Bradford, working for Gary Peacock, General Manager.

<ul style="list-style-type: none"> • Work with local and national providers to improve choice and quality of provision. • Use the Getting a life pathways^{lii} to do an audit and needs analysis of your local options. What do you have already that works? What doesn't work? Where are the gaps? • Continue to work with local commissioners to create a joint strategy to fill the gaps and improve post-16 options (see Chapter 5 of Delivering support and aspiration for disabled young people^{liii}). Be clear what your priorities for development are and continue to work in partnership with families and providers as you make progress on developing the options. 	<ul style="list-style-type: none"> • (New) Ambitious about Autism Case Study (sourced from Ambitious Support) - Case study about a 21 year old man called James who had been on the Ambitious Support Link course with Barnet and Southgate College and was able to enter paid employment with the help of Ambitious about Autism. This story highlights the importance of person centred planning taking into account all aspects of a young person's interests and hobbies when finding a job that is right for them. • (Last updated October 2014) Hertfordshire Supported Internships Pathfinder Case Study - Hertfordshire wanted to create more opportunities for employment, with good support, from much earlier. Building on work experience in school and planning for employment as an outcome, the LA decided to maximise the flexibility of the new Study Programmes. The LA has worked in partnership with their FE providers to develop a model for Supported Internships. • (Last updated April 2014) Hertfordshire 'Transition Planning' Pathfinder Case Study - Hertfordshire further developed their Education, Health and Care plan by designing an accompanying PfA transition plan and process. <p>Resources:</p> <ul style="list-style-type: none"> • (New) Access to work funding - available to fund reasonable adjustments for the in-work element of supported internships and traineeships. Please click here for further details^{lv}.
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Top Tip 5: Plan services together

<i>Ideas and examples of how to use and/or embed this learning</i>	<i>Examples/ Resources</i>
<ul style="list-style-type: none"> • Local authorities and health services should continue to plan strategically for the support children and young people will prepare for adult life. This will include universal as well as specialist services. Everyone with responsibility for commissioning services that young people with SEND and their families may use in the area should be included. • Local authorities and partners should be continuing to work with schools to identify what will need to be commissioned and in place and to inform post- 	<p>Resources</p> <ul style="list-style-type: none"> • (New) Preparing for Adulthood Factsheet: "The Links between the Children and Families Act 2014 and The Care Act 2014"^{lvi} - identifies the key elements in both Acts that relate to preparing for adulthood. It will support local authorities to identify where processes overlap and to consider how they can be effectively joined up.

16 options.

- Commissioning needs to be informed by young people's aspirations, what works in terms of achieving life outcomes and what is currently working well and not so well. By working with young people and their families from school year 9 and identifying their aspirations for the future, it will be possible to plan provision and support strategically.
- The information from EHC plans and the local offer will also need to inform joint commissioning.
- Focus on achieving better outcomes, rather than integrating commissioning mechanisms. Your strategy should be based on your shared vision so that it is genuinely grounded in what young people and families tell you they need in order to achieve paid work, independent living, good health and community inclusion.
- Completed EHC Plans should be used to inform your joint commissioning strategy. This information should be fed into strategic commissioning plans for other services, such as mainstream education providers, health and well-being boards and clinical commissioning groups too.
- Identify dedicated capacity to implement joint commissioning arrangements. The people leading the strategy must have the authority to change how resources are committed and services delivered.
- Ensure that you link together the strategic planning for joint commissioning and operational decisions on how money is spent. Otherwise, impressive joint plans will not translate into better services and support. This is particularly important as personal budgets develop and joint commissioners have the responsibility to help shape the market in response to how people are using personal budgets.

- **(New)** [Katy's Blog](#) – describes a young woman's experiences of going through the transition period and particularly highlights many of the issues that young people find difficult as they move from children's health services to adults' health services.
- **(New)** [Preparing for Adulthood Resource: 'From the Pond into the Sea – Children's Transitions to Adult Health Services'](#)^{lvii} - report by the Care Quality Commission which looks at the transition of young people between the ages of 14 to 25 with complex health needs and how they adjust to a change in services.
- **(Last updated October 2014)** For examples of how pathfinders have jointly commissioned services and are using EHC Plans and the Local Offer to feed into this, please refer to [Version 5 of the Joint Commissioning Information Pack](#).

In Focus: Local Area Case Studies (Updated October 2014)

Project SEARCH - a model for supported internships (sourced from Preparing for Adulthood^{lviii}) (New)

Background/ Context:

There are different pathways to getting a job and supported internships offer one way for young people with SEND who face the most significant barriers to getting a paid job and a sustainable career. According to the latest data from the [Office for National Statistics^{lix}](#), only 7% of people with a learning disability are currently in paid employment, despite the UK's unemployment rate being less than 8%.

What is a supported internship?

A supported internship is a study programme designed for young people with a statement of SEN, Learning Difficulty Assessment (LDA) or an Education, Health and Care Plan (EHCP). It is based mainly on employers' premises, with some time in college or a classroom in the workplace. Support for the in-work element of supported internships is provided to both the young person and the employer through a Job Coach (access to work funding is available for Job Coaches along with other reasonable adjustments. [Please click here for further details^{lx}](#)). Supported internships should lead to a job for the young person at the end of their programme and should meet a real business need for the employer.

Project SEARCH (licensed by Project SEARCH US) is a supported internship programme hosted by employers with a view to enabling interns to become ready for work and better placed to find appropriate employment on completion. Project SEARCH is an international trademarked and copyrighted programme model, which requires a licensing agreement with their national office based at Cincinnati Children's Hospital Medical Centre. The model can accommodate different business sectors and regional variation whilst adhering to their critical core model components which include the following:

- The sole definition of a successful outcome is competitive employment in an integrated setting for each intern;
- Business-led with interns learning relevant marketable skills whilst immersed in the business;
- True collaboration among partner agencies which includes businesses, schools/colleges, supported employment and families;
- Interns experience total immersion in the workplace;
- On-site support provided by a tutor and job coach;
- Data is submitted to a national Project SEARCH database;
- Project SEARCH graduates receive effective follow-along services to retain employment.

The evaluation report for the initial Project SEARCH pilot recommended that for the supported internship element of the Preparing for Adulthood theme, core successes 'such as employer engagement and a partnership approach to Supported Internships' are important to adopt and maintain. Other suggestions for future implementation of supported internships included:

- Maintaining close engagement of individuals and their families
- Job matching, vocational profiling and the use of systematic instruction techniques
- Encouraging an early focus on job searching, with the engagement of external employers

Project SEARCH Case Study: GlaxoSmithKline (GSK) and West Thames College and Action on Disability

Background

GlaxoSmithKline (GSK) is working with West Thames College and Action on Disability to **provide supported internships through Project SEARCH**. The case study below tells the story of a young man called Ian who successfully completed the programme and is now in a paid job that he enjoys.

Ian's story

Ian came to Project SEARCH in 2012 as a very shy young man with little self-belief. He was living independently but struggling somewhat with the complexities of life. He was unsure of his future path and at 19, didn't have any experience of paid employment.



For his first work placement at GSK, Ian chose to be in the bike shop. Ian was matched to this placement as he couldn't imagine himself wearing smart clothes. He did well in this placement, and demonstrated some great customer service skills, which the bike team were really impressed with.

To develop this talent further, he was persuaded to take a reception role for his next work rotation. This, of course, meant he could no longer hide behind the greasy workshop clothes but would need to wear a suit and tie. He became part of the meeting rooms' reception team, became confident in his smart attire and blossomed in his customer-facing role.

Ian did suffer some significant health issues and had difficulty with living independently whilst on Project SEARCH. At one point during his supported internship, his self-belief was at an all-time low. However with some time off and good pastoral support, he recovered well, returned to his internship and made fantastic progress.

He is now working in a permanent position, and is a valued and respected member of the team. His confidence has increased tremendously, and he now acts as an ambassador for Project SEARCH, mentoring new students on reception work. He has just moved into a new flat, is enjoying the new smart look and being part of a professional and friendly team.

EmployAbility – ‘Let's work together’ Case Study Snapshot (sourced from Preparing for Adulthood^{bx}) (New)

Introduction

This case study explains the journey that Round Oak School and National Grid had to develop ‘EmployAbility Let’s work together’, which is led by National Grid whereby students of Round Oak School were able to gain valuable work experience as part of the programme.

Their Journey

Round Oak School’s journey with National Grid started over three years ago when National Grid agreed to accept one of their year 11 students on a two week supported work experience placement. The impact for

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their learner was incredible, far exceeding their expectations. He finished the two weeks with a hunger and determination to gain paid employment.

Key outcomes:

- Allowed the student to show the passion, drive and determination they had for working
- Mentoring and supporting a young person with a disability brought out management skills in their workforce
- Gave staff a greater sense of self worth
- Helped to increase staff’s disability confidence
- Broke down barriers and preconceived ideas about people with additional learning needs and the role they could play in a successful corporate environment.

Following on from this Round Oak House and National Grid formed a positive working relationship. This led to National Grid providing some excellent industry experiences for their students, which included work experience placements and mentoring, Business Enterprise days and a Work Inspiration week.

Work Inspiration week

Work Inspiration week was a great success. Students completed the week with a clear sense of direction and drive to gain employment. The response from the departments the students spent time in that week was overwhelming. They found the students inspiring, interesting and full of potential. Work Inspiration week is now part of National Grid's Graduate Development Scheme, and in February 2014 doubled in size, offering the opportunity to 24 students from four different special needs schools.

Supported Internship Programme

Both organisations felt the natural progression would be to expand the partnership to a longer more intensive project in the form of a supported internship programme. They agreed to run a pilot one-year supported internship programme for five students, which started in September 2013. Using all the lessons learnt over the three years, they recognised that supporting students in their roles was the key to success.

Using all the lessons learnt over the three years, they recognised that supporting students in their roles was the key to success. The students, a part-time teacher and two job coaches were based at National Grid in Warwick full-time for the entire academic year. The job coaches were trained in systematic instruction (TSI), which is a coaching method specifically designed to help people with complex learning difficulties learn new tasks. They worked with sponsoring departments to carve jobs for the students and then provided one-to-one support in their job roles. As part of their role, job coaches worked collaboratively with departments to look at how and where reasonable adjustments could be made.

Each student did up to three internships across the academic year consisting of a number of extended work placements. As well as the extended work placements, the students studied for a BTEC in Skills for Life, Skills for Work as well as functional Maths and English.

Key outcomes:

- Grown significantly in confidence, developed their social and emotional skills as well as developing some incredible work based skills
- Helped National Grid develop a lean approach to job carving
- Interns now dare to have ambition and feel that they have the right to aspire to a fulfilling and successful future

*"This programme has given us a platform to develop and learn important life skills in an environment like no other. The programme's impact on us has been life changing and will give us the best chance of leading a fulfilling and rewarding life" **Taurai Horton, another Intern also from Leamington Spa***

Further developments...

In recognition of the success of this pilot year, the programme was awarded the National Grid Chairman's Award for Inclusion and Diversity in June 2014. The programme is growing, offering

more internship opportunities to students in the Coventry, Warwickshire and Hinckley area. In September 2014 12 new students started internships across 2 National Grid offices. Over the coming years, National Grid is intending to share and further extend these and other best practices in disability

recruitment and employment, both internally and externally. They are delighted that 80% of the interns now have job opportunities at National Grid and supply chain partners, with 2 2013/14 interns with their Chairman's award. Interns offered permanent contracts, 1 intern offered a summer contract, and 1 intern just starting to work on a project for them on a contract basis.

[Please click here to view the full case study^{lxii}.](#)

Supported Internships – Andrew's Story (sourced from Preparing for Adulthood^{lxiii}) (New)

This is a snapshot of a case study which outlines the story of a young man with a learning disability who successfully completed a supported internship with Worcester College of Technology. He is now in paid employment, and continuing to develop his skills to develop his career in catering.

Andrew's Story

Andrew really wanted a job and to earn his own money with high aspirations for a career in catering but lacked confidence in making his first steps in finding a job. He joined the Worcester Colleges Supported Internship programme in September 2012 and having enjoyed previous work experience at Boston Tea party (small group of family owned independents cafés) they were approached.



Outcome

Andrew likes that he now earns money as he can contribute towards his family outgoings and pay his Mum rent. He also has more independence to do the things he wants to do. "I'm saving money too as I want to rent my own flat and get a passport. I want to go to Nuremburg ring in Germany as I am really into truck racing." Working has given Andrew so much more confidence. He says "I never used to contact people to meet up but I do now! I feel more grown up. I was bullied at school but I feel safer now, I know I won't be bullied at work. I am respected at work". Andrew is now looking to further develop his career at BTP and his future goal is to progress up to Kitchen Assistant and then Kitchen Manager.

[Please click here to view the full case study^{lxiv}.](#)

Supported Internships – Michael's Story (sourced from Preparing for Adulthood^{lxv}) (New)



This is a snapshot of a case study which outlines the story of a young man with a learning disability who successfully completed a supported internship with Salford College. He is now in paid employment,

and is an ambassador for the programme.

Salford College began delivering a supported internship programme in partnership with Pure Innovations, Salford Royal Hospital and Salford Council from September 2012. This is offered as a 1-year course, 4 days per week delivered entirely at Salford Royal Hospital. The hospital provides a classroom, which can be used daily, and each young person experiences working in 3 different job roles at the hospital. Each placement is matched and tailored to the young person using person-centred planning techniques.

Michael's story

In September 2013, Michael started on the supported internship programme after deciding he wanted paid employment but needed

some help to find a suitable job. Following his second placement with the Information Management and Technology Department he was offered paid employment.

Michael's role involves logging all new and decommissioned equipment coming in and out of the hospital. Michael also builds computer carts, which are used by the medical staff on the wards. He also assists other members of staff when new equipment needs moving and installing around the hospital. Michael has learnt all these new skills on his placements, and has become a valued member of the team.

Outcome

Over time Michael's confidence grew, he realised his own abilities and thrived on the fact he had found a job that he could do really well and felt a valued member of the team. Michael has gone from a withdrawn, extremely quiet person to a young man who is growing in confidence and takes pride in attending work every day. His family are over the moon with the achievements he has made. When Michael was asked what he thought of Salford Internship he replied, "Brilliant, beneficial and worthwhile. I'm glad I came on it!"

[Please click here to view the full case study^{lxvi}.](#)

*Surrey Choices: EmployAbility Case Study
(New)*

Background/ Context

EmployAbility^{bxvii} is a supported employment service for disabled people who wish to find paid or voluntary work but need some additional help. They help individuals find and retain employment, by supporting both the employer and employee during all stages of job seeking and providing on-going support in the workplace. EmployAbility's aim is to promote social inclusion and enable people with disabilities to make their contribution to local communities and participate fully in the wider community.

Jack's Story

Jack Veaney works as a print room assistant for Mott MacDonald, a global management engineering and development consultancy.

Jack is a young gentleman with learning difficulties who was keen to gain employment following college. To achieve this, he started working with EmployAbility in April 2013 who provided support in

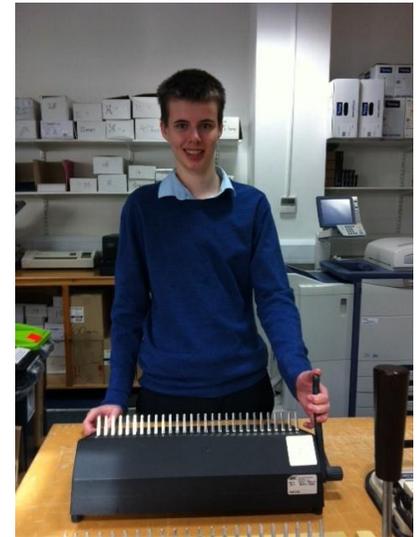
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finding employment for when he finished college in July. When they first met Jack he had limited experience of different work industries and was unsure what roles he would find interesting.

EmployAbility encouraged Jack to look at a number of different work experience opportunities and did this in conjunction with the YMCA in Redhill. He completed placements on reception, sports activity helper, charity shop volunteer with the YMCA and a facilities assistant with Surrey County Council at Consort House in August 2013. While there he helped sort post, filled up printers and photocopiers and filled out room booking sheets.

The placements helped Jack understand the type of work he wanted to look for in paid employment. He decided that he wanted a role as a facilities or post room assistant and we supported Jack to start looking at paid vacancies. Within the first week of looking at paid roles Jack applied was invited to an interview for a full-time role as a print room assistant at Mott MacDonald in Croydon. As this was his first formal interview, EmployAbility set time aside to do some mock interviews with Jack so he would feel confident in giving answers. At the end of the interview, the interviewee spent time understanding what support EmployAbility would be able to offer both Jack and the company. Mott MacDonald wanted to ensure Jack's needs were met during the interview process and if he was successful were keen to continue working with EmployAbility.

Jack was offered the job following a second interview. This was a great success for him and has greatly improved his self-esteem – knowing that he was chosen over other applicants. Since gaining the role Jack has learnt many new tasks such as binding booklets and notepads, scanning and filling up printers over multiple floors and offices, as well as sorting and delivering post around different offices.



Jack has really settled into his role thanks to the staff he has been working alongside. Each team member has taken the time to get to know Jack on a professional and personal level and spent time working alongside him. This has given him the confidence to ask for help but also helped his colleagues understand how to give him tasks to do.

Quote from Jack... 'I work with really nice people. They make me feel welcome and are always willing to help. When there are jobs that I don't understand how to do, they show me so I can do them all by myself. They also have helped me be more independent as well'.

Having completed his six month probation period, Jack is now a permanent member of staff at Mott MacDonald.

Supported Internships - Shipley College: Luke's experience at the Midland Hotel (sourced from Preparing for Adulthood^{lxviii}) (New)

Background/ Context:

Shipley College delivers supported internships in close partnership with local businesses. Luke, a young person on a supported internship with Shipley College, was placed with the Midland Hotel, Bradford, working for Gary Peacock, General Manager.



Identify a potential opportunity

As the parent of a disabled child, Gary was motivated by a desire to be fully inclusive as an employer:



*"I was made **aware of the project, the calibre of student and their skills and requirements** within the internship. I then **looked at potential gaps within the business** that could offer opportunities for the project and its students. I identified two different roles that would encompass tasks not currently covered satisfactorily by existing members of staff".*



Tailor the role to match skills set ...



*"The job **roles were created** as a result of the initial discussions into the abilities of individual students. We effectively **carved out a role for our intern**, Luke, based on his skills and the work that needed doing. Luke is based in the office creating and maintaining an additional database. His abilities and focus made his work an integral part of our sales function".*



Perform and gain experience ...

For Luke, being part of a supported internship programme was an opportunity to test out the skills he had learned as a student at Shipley College. At the Midland Hotel, Luke was given the role of Sales and Marketing Assistant, which involved researching leads and entering details onto a database, updating customer details on the hotel's system, as well as ensuring marketing materials were replenished on a regular basis.

Delighted at the chance to undertake a paid job in a private company, Luke loves to work;



"I don't know why people don't like Mondays. I love working at the Midland Hotel and love Mondays! I have responsibility for recycling and keeping the work area clean and tidy. I prepare marketing material ready for posting to customers and email potential customers or existing clients. I process credit card payments and send receipts to the customer. With my first wage, I was able to help my mum pay the bills and I bought a Bradford City Flexi-Card."



Achieve more...

As a result of Shipley College's supported internship programme, Gary was able to access funding from the City Centre Growth Fund (part of the Regional Growth Fund) and has recruited Luke on a permanent basis, working 2 days a week: "Luke has been accepted and has become part of the team. His success is wholly down to the way he has learnt to develop and adapt to his circumstances."

Ambitious about Autism: James' Story (sourced from Ambitious Support) (New)

Background/ Context:

James is a 21 year old young man who had been on the [Ambitious Support](#)^{ixix} Link course with Barnet and Southgate College. He was able to enter paid employment with the help of Ambitious about Autism.

This story highlights the **importance of person centred planning** taking into account all aspects of a young person's interests and hobbies when finding a job that is right for them.



Person-centered approach

The team at Ambitious Support spent time getting to know James using a person-centered approach to supported employment. This included learning about what James liked to do, what he didn't like to do and discovering what his preferred activities and environments were. This journey of discovery was evidenced through photographs and a picture profile of James was compiled. This picture profile looked at the various aspects of James' life, such as his home and neighborhood, community membership, use of public transport, local businesses he and his family frequent, his educational background, and his skills and interests. The profile continues to grow as James' skills and experiences grow.

Planning for supported employment

A person-centred supported employment planning meeting was held with James, his family and other people in his life who were committed to James getting a job. At this meeting the team looked at the following areas in detail:

- What works and doesn't work in supporting James?
- What is required by the support staff in order to make sure that his day is successful?
- What does he like doing?
- How does he like spending his time?
- What puts a smile on his face?
- What are the ideal conditions for his working environment?
- What is his ideal job?
- What were James' skills and what he would contribute to the working environment?

Employer Discovery Process...

James' planning meeting identified a number of industries and employment options, an action plan was drawn up and the Employment Specialist began the employer discovery process.

The employer discovery process focused on getting to know the employer and the job, learning how the tasks are done, what the expectations are for the employees and learning how they meet those expectations. Time is taken to get know the working environment and the culture to make sure that it is the right fit for both James as employee and the employer.

Successes...

James' first experience of work started in November 2013 when he worked for a London-based distribution company, delivering leaflets in the Upton Park area over an eight hour day. James required quite a bit of support in the beginning to carry out the task, but within three hours he had developed fluency and was independently delivering leaflets. Ambitious Support worked in collaboration with Westminster Employment in securing and supporting James into similar distribution work for Scrivens opticians. A good working day for James involves being active, working with people, having a varied day and doing systematic tasks.

Looking to the Future...

As a result of his success at Scrivens, James' journey into employment has started with great success and Ambitious Support and James are working together to look at other opportunities to build his CV and find the ideal job.

[Click here to read the full case study.](#)

Background/ Context:

Good health is one of the four Preparing for Adulthood outcomes identified as vital for young people to move into adulthood with fulfilling lives. [Katy's blog^{box}](#) describes her **experiences of going through the transition period and particularly** highlights many of the issues that young people find difficult as they move from children's health services to adults' health services.



Katy identifies the importance of young people being involved in decision making and being supported to have choice and control over their lives and their futures. She also notes what she believes good practice looks like for young people being involved in decision making and supported to have choice and control over their lives and their futures:

- Good communication and multi-agency working
- Health professionals should provide developmentally appropriate health care that enables young people to understand their health needs;
- Information should be communicated to young people in a way that they can understand and that enables them to be involved in decisions that affect their future;
- Health professionals should speak to young people and not only to their parents, young people should have a choice of who they want to support them and their parents should be involved in conversations if this is what young people want;
- When young people are given choice and control over setting their own health care outcomes it can have a positive effect on their motivation and in turn their progress;

Further Preparing for Adulthood Case Studies:

In addition to the most recent case studies outlined above, there are a number which featured within previous versions of this Information Pack which are still relevant and may be of interest. These can be found listed below including a short description and link:

Hertfordshire Pathfinder Case Study – Supported Internships (Last updated October 2014)

As part of Hertfordshire’s ‘Preparing for Adulthood’ pathfinder work they realised that work experience in a real employment setting is often not always available for young people in the area and young people and their families don’t always know that work is a possibility. They wanted to create more opportunities for employment, with good support, from much earlier. Hertfordshire are using person-centred transition planning, with a focus on Preparing for Adulthood life outcomes, including employment, from year 9 while young people are in school to help raise aspirations. Building on work experience in school and planning for employment as an outcome, the LA decided to maximise the flexibility of the new Study Programmes. The LA has worked in partnership with their FE providers to develop a model for Supported Internships. This case study can be viewed on p.27 of [Version 3 of the Preparing for Adulthood Information Pack^{bxvii}](#).

North Yorkshire Pathfinder Case Study (Last updated April 2014)

Summary of North Yorkshire’s visioning day for Preparing for Adulthood, highlighting development of a shared vision with key stakeholders. This case study can be viewed on p.16 of [Version 3 of the Preparing for Adulthood Information Pack^{bxviii}](#).

Hertfordshire Pathfinder Case Study – Young people help develop a Transition Guide (Last updated April 2014)

Hertfordshire has worked to ensure a ‘joined up’, multi-agency, and person-centred approach to developing EHC plans in an educational setting environment. Young people approaching transition age took part in a consultation in December 2013, to help Hertfordshire County Council’s (HCC) Youth Connexions service develop a Transition Guide for young people. The Transition Guide aims to make this a smoother process by helping young people with additional needs navigate their way through the process. It includes information about transition planning, post-16 choices, social care, health, money, leisure, housing issues and useful contacts. This case study can be viewed on p.21 of [Version 3 of the Preparing for Adulthood Information Pack^{bxiv}](#).

Hertfordshire Pathfinder Case Study – Planning live, personalised learning programmes and engagement with colleges (Last updated April 2013)

As part of its pathfinder work, Hertfordshire has chosen to take a particular focus on the Preparing for Adulthood aspect of the SEND reforms. Part of this work includes running a live planning pilot, an approach that many pathfinders are currently trialling across England, in order to introduce young

people who have a Learning Difficulties Assessment (LDA) to the new coordinated assessment and EHC planning pathway, with a view to converting to an education, health and care plan (EHC Plan). The events are facilitated by Youth Connexions and take place with a number of SLD (severe learning difficulty) schools. In addition to this, they are also working in partnership with four FE colleges to ensure that students have a positive progression to adulthood by providing personalised learning programmes as well as many other initiatives. This case study can be viewed on p.23 of [Version 3 of the Preparing for Adulthood Information Pack^{lxxv}](#).

Hartlepool Pathfinder Case Study (Updated April 2014)

Shows what is possible for young people with complex needs and how all young people can be supported to achieve better life outcomes. This case study can be viewed on p.33 of [Version 3 of the Preparing for Adulthood Information Pack^{lxxvi}](#).

Greenwich Pathfinder Case Study (Last updated April 2014)

Shows how Greenwich has used person-centred planning techniques to prepare for its annual reviews at school. This case study can be viewed on p.34 of [Version 3 of the Preparing for Adulthood Information Pack^{lxxvii}](#).

Hertfordshire Pathfinder Case Study – PFA Transitions Plan and process (Last updated April 2014)

Provides an overview of how Hertfordshire further developed their Education, Health and Care plan by designing an accompanying PFA transition plan and process. This case study can be viewed on p.36 of [Version 3 of the Preparing for Adulthood Information Pack^{lxxviii}](#).

Manchester Pathfinder Case Study (Last updated April 2014)

Provides details around how Manchester developed a 0-25 employment pathway and Supported Internship Programme. This case study can be viewed on p.38 of [Version 3 of the Preparing for Adulthood Information Pack^{lxxix}](#).

Annex A – FE Clusters

During 2012-13 there were 36 FE Clusters across England, involving over 200 FE providers. The project's aim was to produce over 80 outputs. For example, a wide range of case studies, transition maps and learner videos. Early findings from this work demonstrated improvements in raising expectations, by improving critical analysis of services which resulted in changes in their offer. The benefits include: developing the curriculum; increasing the focus on enabling learners to move into employment; transitional planning and encouraging learners to be involved in setting their targets and assessing their learning process.

Encourage partnership working – the majority of participants indicated that their organisation now works with a wider range of partners. They also reported it supports better transition, better planning in terms of pathways, progression and developing their offer to better match learner needs. Providers felt more aware of the benefits and impacts of partnership working and felt this project is helping to support collaborative working rather than competition.

Organisations – participants reported that the project has positively affected development within their organisations. Much of the development occurred as a direct result of the project but where changes were in the pipeline the project accelerated the pace of change. Peer visits – these are cited as valuable by the majority of those who commented, both for themselves and their organisation. Almost half of respondents indicated that the visits resulted in change to organisational practice, with the majority saying that that the changes would not have taken place without the visits.

Impact on personal and professional developments – has enhanced their development through: building relationships with other providers, which has initiated or improved collaborative working; learning from others practices and making changes as a result; skill improvement; broadened understanding of range of roles and ways to support learners; and, improved the understanding of technology to support transition and alternative communications e.g. a DVD of a college from a LLDD user perspective helped potential new entrants. Further details of FE Clusters can be found [by clicking here](#)^{xxxx}.

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- ⁱ The Children and Families Act 2014 can be accessed via the following link: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- ⁱⁱ July 2014 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ⁱⁱⁱ July 2014 SEND Code of Practice, Chapter 8, p.122, can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ^{iv} The Children and Families Act 2014 can be accessed via the following link: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- ^v Special Educational Needs and Disability Regulations 2014 available at <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- ^{vi} July 2014 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ^{vii} SEND Pathfinder website available at www.sendpathfinder.co.uk
- ^{viii} National Development Team for Inclusion website, available at <http://www.ndti.org.uk/>
- ^{ix} Council for Disabled Children (CDC) available at www.councilfordisabledchildren.org.uk
- ^x Preparing for Adulthood website, available at <http://www.preparingforadulthood.org.uk/>
- ^{xi} The Draft Special Educational Needs and Disability (Detained Persons) Regulations 2015 and Draft Revised SEN and Disability Code of Practice: 0-25 years, available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365618/Draft_Special_Educational_Needs_and_Disability_Detained_Persons_Regulations_2015_and_Draft_Revised_Code_of_Practice_-_Consultation_Document.pdf
- ^{xii} Children and Families Act 2014: <http://www.legislation.gov.uk/ukpga/2014/6/contents>
- ^{xiii} SEND Regulations 2014: <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- ^{xiv} Draft Special Educational Needs and Disability (Detained Persons) Regulations 2015 (draft October 2014), available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365619/Draft_Special_Educational_Needs_and_Disability_Detained_Persons_Regulations_2015.pdf
- ^{xv} July 2014 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ^{xvi} Transition to the new 0 to 25 special educational needs and disability system: Statutory guidance for local authorities and organisations providing services to children and young people with SEN August 2014 available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348591/Transition_to_the_new_0_to_25_special_educational_needs_and_disability_system_statutory_guidance_for_local_authorities.pdf
- ^{xvii} Implementing the 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014 available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xviii} Special Educational Needs and Disabilities: a guide for parents and carers - August 2014 available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf
- ^{xix} Implementing the 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf

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- ^{xx} Implementing the 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xxi} Implementing the 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xxii} Implementing the 0 to 25 special needs system: LAs and partners (duties and timescales – what you must do and when) July 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301779/Implementing_a_new_0_to_25_special_needs_system_LAs_and_partners_-_April_2014_v2.pdf
- ^{xxiii} Version 5 of the Coordinated Assessment and Plan Information Pack, available at www.sendpathfinder.co.uk/infopacks/ap/
- ^{xxiv} July 2014 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ^{xxv} Children and Families Act 2014 section 36(10) <http://www.legislation.gov.uk/ukpga/2014/6/section/36>
- ^{xxvi} Children and Families Act 2014 section 44(5) <http://www.legislation.gov.uk/ukpga/2014/6/section/44>
- ^{xxvii} Children and Families Act 2014 section 45(3) <http://www.legislation.gov.uk/ukpga/2014/6/section/45>
- ^{xxviii} Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- ^{xxix} Care Bill <http://services.parliament.uk/bills/2013-14/care.html>
- ^{xxx} Preparing for adulthood website, available at www.preparingforadulthood.org.uk
- ^{xxxi} In Control website, available at www.in-control.org.uk
- ^{xxxii} Association of Colleges website, available at www.aoc.co.uk
- ^{xxxiii} Natspec website, available at www.natspec.org.uk
- ^{xxxiv} PfA Factsheet: Personal Budgets for Post-16 Provision and FE Colleges, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-personal-budgets-for-post-16-provision-and-fe-colleges>
- ^{xxxv} Preparing for Adulthood factsheet, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>
- ^{xxxvi} PfA website <http://www.preparingforadulthood.org.uk/>
- ^{xxxvii} Preparing for Adulthood Report (September 2013): 'Delivering support and aspiration for disabled young people', available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration>
- ^{xxxviii} 'Developing the Preparation for Adulthood Section of the Local Offer' SE7 Guide, available at http://www.preparingforadulthood.org.uk/media/334105/se7_preparation_for_adulthood_booklet_final.pdf
- ^{xxxix} PfA Factsheet: Study Programmes for Students with Learning Difficulties and/or Disabilities available at: <http://www.preparingforadulthood.org.uk/studyprogrammes>
- ^{xl} Information on apprenticeships, available at <http://www.apprenticeships.org.uk/>
- ^{xli} Information on traineeships, available at <http://www.apprenticeships.org.uk/parents/what-are-traineeships.aspx>
- ^{xlii} Preparing for Adulthood – Supported Internships, available at <http://www.preparingforadulthood.org.uk/supportedinternships>

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- xliii Preparing for Adulthood website <http://www.preparingforadulthood.org.uk/>
- xliv Preparing for Adulthood 5 key messages poster, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/5-key-messages-poster>
- xlv Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- xlvi Preparing for Adulthood website <http://www.preparingforadulthood.org.uk/>
- xlvii Aspirations for Life Website <http://www.aspirationsforlife.org/>
- xlviii The Disability Confident Campaign, information available at <https://www.gov.uk/government/publications/the-disability-confident-campaign>
- xlviix Moving on Well Resource Pack, available at <http://www.preparingforadulthood.org.uk/resources/wider-resources/moving-on-well-resource-pack>
- ¹ Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- ⁱⁱ Department for Work and Pensions 'Help and support for young disabled people to find and stay in work' Guidance Portal, available at <https://www.gov.uk/government/publications/help-and-support-for-young-disabled-people-to-find-and-stay-in-work/help-and-support-for-young-disabled-people-to-find-and-stay-in-work>
- ⁱⁱⁱ Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- ⁱⁱⁱⁱ Preparing for Adulthood Report (September 2013): 'Delivering support and aspiration for disabled young people', available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration>
- ^{liv} Youth Connexions Website available at <http://www.youthconnexions-hertfordshire.org/cms.php?pageid=576>
- ^{lv} Access to work fund – further details available at <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>
- ^{lvi} Preparing for Adulthood factsheet, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>
- ^{lvii} Preparing for Adulthood Resource: 'From the Pond into the Sea – Children's Transitions to Adult Health Services', available at <http://www.preparingforadulthood.org.uk/resources/wider-resources/from-the-pond-into-the-sea-childrens-transition-to-adult-health-services>
- ^{lviii} Preparing for Adulthood, Project SEARCH, accessible via: <http://www.preparingforadulthood.org.uk/resources/stories/supported-internships-project-search-model>
- ^{lix} Office for National Statistics website, available at <http://www.ons.gov.uk/ons/index.html>
- ^{lx} Access to work fund – further details available at <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>
- ^{lxi} Preparing for Adulthood, available at www.preparingforadulthood.org.uk
- ^{lxii} Employability 'Let's work together' case study, available at <http://www.preparingforadulthood.org.uk/resources/stories/employability-lets-work-together>
- ^{lxiii} Preparing for Adulthood, available at www.preparingforadulthood.org.uk
- ^{lxiv} Supported Internships – Andrew's Story, available at <http://www.preparingforadulthood.org.uk/resources/stories/supported-internships-andrews-story>
- ^{lxv} Preparing for Adulthood, available at www.preparingforadulthood.org.uk
- ^{lxvi} Supported Internships – Michael's Story, available at <http://www.preparingforadulthood.org.uk/resources/stories/supported-internships-michaels-story>
- ^{lxvii} EmployAbility website, available at <http://www.employ-ability.org.uk/>
- ^{lxviii} Preparing for Adulthood, Supported Internships Case Study, accessible via: <http://www.preparingforadulthood.org.uk/resources/stories/supported-internships-shipley-college>
- ^{lxix} Ambitious Support website, available at <http://www.ambitiousaboutautism.org.uk/page/index.cfm>

^{lxx} Preparing for Adulthood case study (Katy's Blog) available at <http://preparingforadulthood.wordpress.com/2014/09/26/katys-experience-of-transition-in-health/>

^{lxxi} Katy's Blog, available at <http://preparingforadulthood.wordpress.com/2014/09/26/katys-experience-of-transition-in-health/>

^{lxxii} Version 3 of the Preparing for Adulthood Information Pack available at,
http://www.sendpathfinder.co.uk/files/page/556911/Pathfinder_Info_Pack_Version_3.1_Preparing_for_Adulthood_April_2014_FINAL.pdf

^{lxxiii} Version 3 of the Preparing for Adulthood Information Pack available at,
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http://www.sendpathfinder.co.uk/files/page/556911/Pathfinder_Info_Pack_Version_3.1_Preparing_for_Adulthood_April_2014_FINAL.pdf

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http://www.sendpathfinder.co.uk/files/page/556911/Pathfinder_Info_Pack_Version_3.1_Preparing_for_Adulthood_April_2014_FINAL.pdf

^{lxxix} Version 3 of the Preparing for Adulthood Information Pack available at,
http://www.sendpathfinder.co.uk/files/page/556911/Pathfinder_Info_Pack_Version_3.1_Preparing_for_Adulthood_April_2014_FINAL.pdf

^{lxxx} Details of further FE Clusters available at <http://www.excellencegateway.org.uk/node/26558>

Glossary

Term	Meaning
CoP	Code of Practice
CCG	Clinical Commissioning Group
CYP	Children and Young People
DfE	Department for Education
DH/DoH	Department of Health
DMO	Designated Medical Officer
EHC plan	Education, Health, and Care plan
ES	Early Support
FE	Further Education
FIS	Family Information Service
FSD	Family Services Directory
ISP	Independent Specialist Provider
Joint Commissioning	Commissioning arrangements that are coordinated or integrated across agencies or groups
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LDA	Learning Difficulty Assessment
NEET	Not in Education, Employment or Training
Personal Budgets Accelerated Testing Group	A group of the SEND Pathfinders asked to produce a set of case studies on work with families who have received SEN Personal Budgets.
PfA	Preparing for adulthood (both the theme and DfE SEND Delivery Partner - http://www.preparingforadulthood.org.uk/)
SE7	South East 7 – a consortium of 7 local areas in the South East of England, acting as a SEND Pathfinder.
SEN	Special Educational Needs
SENCo	SEN Coordinator (based in educational settings)
SEND	Special Educational Needs and Disability
VCS	Voluntary and Community Sector