

# SEND Pathfinder Information Pack



Version 5, March 2015 – Preparing for Adulthood

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## Background and Context

This final version has been updated to reflect the [Children and Families Act 2014](#)<sup>i</sup>, [Special Educational Needs and Disability \(SEND\) Regulations 2014](#)<sup>ii</sup>, [Code of Practice \(CoP\) \(January 2015\)](#)<sup>iii</sup> and [updated SEND Transitional Guidance \(March 2015\)](#)<sup>iv</sup> and builds on learning from [previous packs](#)<sup>v</sup>. It is designed to draw together useful resources and learning from across England to support all areas in implementing the SEND reforms.

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 March 2015 SEND Pathfinder Information Packs cover the following six overarching themes and can be found on the [SEND Pathfinder website](#)<sup>vi</sup>.

- [0-25 Coordinated Assessment and Plan](#)<sup>vii</sup>
- [Personal Budgets](#)<sup>viii</sup>
- [Local Offer](#)<sup>ix</sup>
- [Engagement and Participation of parent carers, children and young people](#)<sup>x</sup>
- [Preparing for Adulthood](#)<sup>xi</sup>
- [Joint Commissioning](#)<sup>xii</sup>

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## Introduction *(Updated March 2015)*

This information pack is for all those who play a part in supporting children and young people as they prepare for adulthood. Drawing on the learning to date from the implementation of the Special Educational Needs and Disability (SEND) reforms it pulls together useful top tips, case studies and links to resources that can be used and adapted in local areas to help them develop their preparing for adulthood approach. It highlights the need for local areas to develop a joint strategy, the importance of personalising the approach and making sure there are a range of options for young people post 16.

Of the legislative changes set out in the [Children and Families Act 2014](#)<sup>xiii</sup> 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 key theme across all elements of the reforms including the Local Offer, 0–25 coordinated assessment and Education Health and Care (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 in Chapter 8 of the [Special Educational Need and Disability \(SEND\) Code of Practice \(CoP\)](#)<sup>xiv</sup>, ‘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’<sup>xv</sup>.

## Act and supporting documents *(Updated March 2015)*

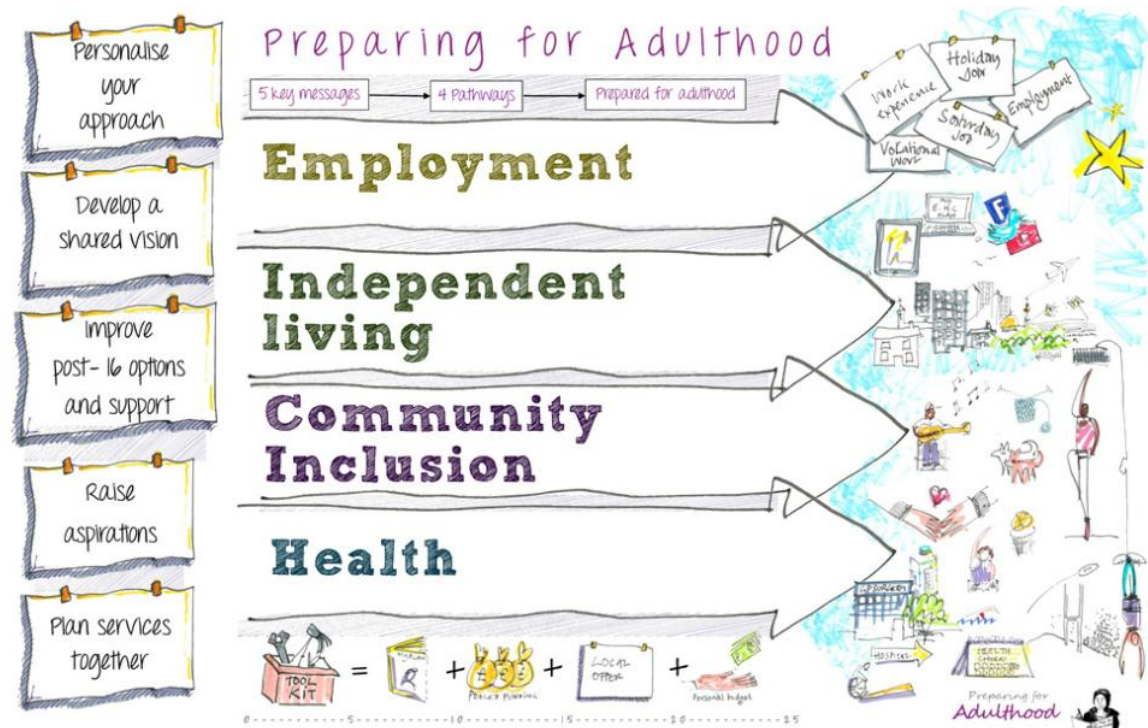
Act and Code of Practice			
<a href="#"><u>Children and Families Act 2014 (Section 49 – Personal Budgets)<sup>xvi</sup></u></a>	<a href="#"><u>SEND Personal Budgets Regulations (2014)<sup>xvii</sup></u></a>	<a href="#"><u>SEND Code of Practice (January 2015)<sup>xviii</sup></u></a>	<a href="#"><u>Updated SEND Transitional Guidance (March 2015)<sup>xix</sup></u></a>

## Preparing for Adulthood

### What is it?

The [SEND Code of Practice \(CoP\)](#)<sup>xx</sup> states that preparing for adulthood means preparing for:

- **higher education and/or employment** – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- **independent living** – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- **participating in society**, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life



**Figure 1: 5 Key messages, Preparing for Adulthood**

The CoP also highlights the need for this support to start early and that it should centre around the child or young person's own aspirations, interests and needs.

To support the implementation of the SEND reforms, the Department for Education (DfE) commissioned the Preparing for Adulthood Programme (PfA), which was delivered by a partnership between the [National Development Team for Inclusion \(NDTi\)](#)<sup>xxi</sup> and the [Council for Disabled Children \(CDC\)](#)<sup>xxii</sup>. The programme supports local areas to use best practice in preparing for adulthood (covering the 14-25 age range) when implementing the reforms.

PfA resources are linked throughout this pack but for more information on the programme, support available and further resources visit their [website](#)<sup>xxiii</sup>.

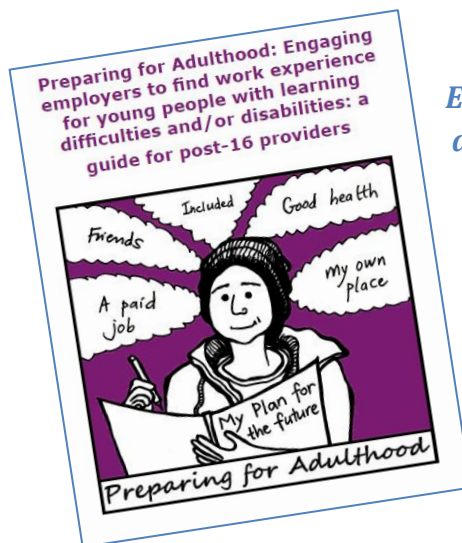
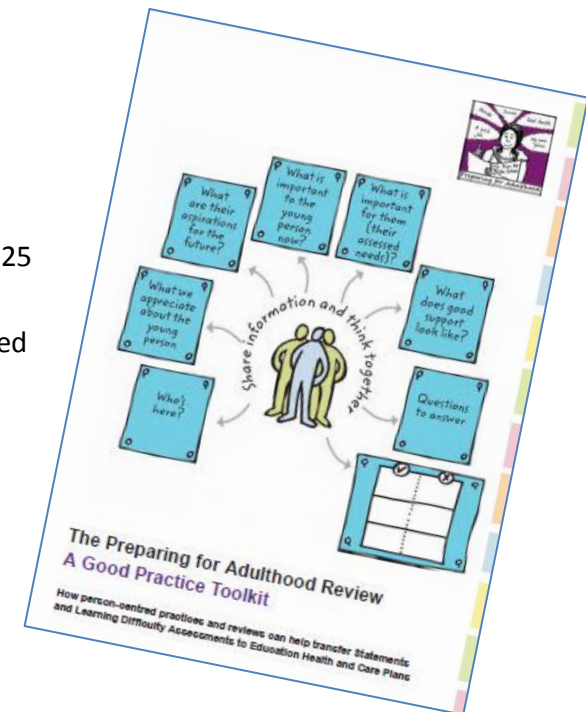
## Useful Preparing for Adulthood resources

### *The Preparing for Adulthood Review (New)*

PfA have published 'A Good Practice Toolkit' for staff supporting children and young people, aged 14- 25 as they transfer from a statement of special educational needs (SEN) or Learning Difficulty Assessment (LDA) to EHC Plans. The toolkit includes information on the transition to the new system, person centred practices and the preparing for adulthood review process. The full guide can be downloaded [here<sup>xxiv</sup>](#).

There are complementary documents to this toolkit covering commissioning, getting to scale quickly and developing the workforce, these can all be downloaded [here<sup>xxv</sup>](#).

Throughout this pack there will be links to these documents where they are particularly relevant and useful.



### *Engaging employers to find work experience for young people with learning difficulties and/or disabilities: a guide for post-16 providers (New)*

This guide provides useful information on the steps for post-16 learning providers to take to establish sustainable partnerships with employers. It highlights the importance of young people gaining workplace training in order to help them achieve future employment and the benefits for all involved. It also provides some useful links to additional resources. It can be downloaded [here<sup>xxvi</sup>](#).



## Top tips learnt from the preparing for Adulthood programme (Updated March 2015)

PfA developed five key messages based on early learning of the implementation of the SEND reforms, these are: develop a shared vision, plan services together, personalise your approach, raise aspirations and improve post-16 options and support. The following top tips provide practical ideas and examples to help local areas deliver these the key messages. The top tips are accompanied by useful case studies and resources that can be used to further help embed the learning.

### **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 strategy](#)
- [Top Tip 2: Personalise your approach](#)
- [Top Tip 3: Improve Post 16 options and support](#)

<b><u>Top Tip 1: Develop and implement a shared strategy</u></b>	
<b><i>Ideas and examples of how to use and/or embed this learning</i></b>	<b><i>Examples/ Resources</i></b>
<p><b><u>Develop and implement a shared strategy</u></b></p> <ul style="list-style-type: none"> <li>• The SEND reforms set out an ambitious agenda for Preparation for Adulthood. Local Authorities have found it helpful to develop and implement a 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.</li> <li>• This strategy should: <ul style="list-style-type: none"> <li>▪ set out the shared vision for improving life chances and</li> </ul> </li> </ul>	<p><b><u>Case Studies</u></b></p> <ul style="list-style-type: none"> <li>• <b>(Last updated April 2014) North Yorkshire Pathfinder Case Study</b> please refer to <a href="#">Version 4, Preparing for Adulthood Information Pack<sup>xxxi</sup></a> - summary of North Yorkshire's visioning day for Preparing for Adulthood, highlighting development of a shared vision with key stakeholders.</li> </ul> <p><b><u>Resources</u></b></p>

<p>identify who will be responsible for which actions;</p> <ul style="list-style-type: none"> <li>▪ include the routes (or pathways) into employment, independent living and community participation; and</li> <li>▪ detail the current position, identify the gaps and set out actions for improvement and development.</li> </ul> <ul style="list-style-type: none"> <li>• There should be defined ownership for this vision and the underlying action plan.</li> <li>• Getting buy in from the top is crucial, including the Chair of the Health and Wellbeing Board and a local authority Chief Executive or Council Leader.</li> <li>• Pathfinders found having a SEND reform Steering Group, with representation from across agencies, helpful.</li> <li>• It is important for staff to have identified and understood how the vision will inform all key commissioning strategies.</li> <li>• 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.</li> <li>• 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.</li> <li>• Where pathways need further development, local authorities and Clinical Commissioning Groups (CCGs) should set out clear responsibilities, timescales and funding arrangements for that work.</li> </ul> <p><b><u>Strategic planning and commissioning of post 16 options including planning</u></b></p>	<ul style="list-style-type: none"> <li>• <b><i>(Last updated April 2014)</i></b> <a href="#"><u>PfA: Delivering support and aspiration for disabled young people<sup>xxxii</sup></u></a> - 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.</li> <li>• <b><i>(Last updated April 2014)</i></b> <a href="#"><u>North Yorkshire's Transition to Adulthood report<sup>xxxiii</sup></u></a> – this provides further detail on the work covered above</li> <li>• <b><i>(Last updated April 2014)</i></b> <a href="#"><u>North Yorkshire's Transition to Adulthood Action Plan<sup>xxxiv</sup></u></a></li> <li>• <b><i>(Last updated April 2014)</i></b> <a href="#"><u>Personalised Learning Pathways<sup>xxxv</sup></u></a> - information for young people and their families, 2013-2014.</li> </ul>
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### services together

- 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 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. The strategy should be based on a shared vision so that it is genuinely grounded in what young people and families tell them they need in order to achieve paid work, independent living, good health and community inclusion.
- Completed EHC Plans should be used to inform the 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.

### Resources

- **(New) [PfA: Commissioning](#)**<sup>xxxvi</sup> – how to use person centred information from EHC plans to inform commissioning post-16 support.
- **(Last updated October 2014) [PfA Factsheet: guide to joint commissioning resources](#)**<sup>xxxvii</sup> – includes links to useful joint commissioning resources
- **(Last updated October 2014) [PfA Factsheet: 'The Links between the Children and Families Act 2014 and The Care Act 2014'](#)**<sup>xxxviii</sup> - 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.
- **(Last updated October 2014) [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.
- **(Last updated October 2014) [PfA Resource: 'From the Pond into the Sea – Children's Transitions to Adult Health Services'](#)**<sup>xxxix</sup> - 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 other local authorities have jointly commissioned services and are using

- 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 the strategic planning for joint commissioning and operational decisions on how money is spent is linked together. 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.

#### **Raising aspirations linked to PfA outcomes**

- 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<sup>xxvii</sup>](#). 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

EHC Plans and the Local Offer to feed into this, please refer to [Version 5, Joint Commissioning Information Pack<sup>xi</sup>](#).

#### **Case Studies**

- **(New)** [Haydn's Story<sup>xli</sup>](#) – Haydn's transition into college and independent living highlights the importance of supporting and empowering young people as they prepare for adulthood.
- **(Last updated April 2014)** [Hartlepool Pathfinder Case Study](#) please refer to [Version 4 of the Preparing for Adulthood Information Pack<sup>xlii</sup>](#) - 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.

those with complex needs, who have choice and control over their support and have full lives. Local authorities 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<sup>xxviii</sup>](#), [Aspirations for Life<sup>xxix</sup>](#) and [Disability Confident<sup>xxx</sup>](#).
- 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'. Jobcentre 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.

#### **Ensuring voice of young person included**

- 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 the vision.

#### **Resources**

- **(Last updated October 2014)** [Winchester and Eastleigh Healthcare NHS Trust 'Moving on Well' Resource Pack<sup>xliii</sup>](#) – includes information on improving transition and raising the aspirations and achievements of young people with complex health needs or disabilities.
- **(Last updated April 2014)** [Getting a life pathway booklet<sup>xliv</sup>](#) – from Preparing for Adulthood.
- The Department for Work and Pensions (DWP) have [developed a portal<sup>xlv</sup>](#) to help young disabled people successfully navigate the transition to work

#### **Case studies**

- **(New)** [Cornwall case study: Participation, Choice and Control](#) – how Cornwall has made sure young people are involved in strategic and individual planning.
- Further information and examples about ensuring the voice of young people is included can be found [Version 6, Engagement and participation of parent carers, children and young people Information Pack<sup>xlvi</sup>](#).

<b><u>Top Tip 2: Personalise your approach</u></b>	
<b><i>Ideas and examples of how to use and/or embed this learning</i></b>	<b><i>Examples/ Resources</i></b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Co-production is essential, young people and families should have been fully involved in designing and delivering person centred EHC plan templates and personal budget systems from the start. Ensure that work continues with young people and parent carer forum(s).</li> <li>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.</li> <li>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.</li> </ul>	<p><b><u>Case Studies</u></b></p> <ul style="list-style-type: none"> <li><b>(New)</b> <a href="#">Georgie's one page profile video<sup>xlvii</sup></a> - Georgie talks about her one-page profile including using it as she moved from school to college.</li> <li><b>(New)</b> <a href="#">Leicester College's Person centred approach<sup>xlviii</sup></a> – details the College's person centred approach to meeting the needs of learners with profound and multiple learning difficulties.</li> </ul> <p>The following case studies are available in <a href="#">Version 4, Preparing for Adulthood Information Pack<sup>xlix</sup></a>:</p> <ul style="list-style-type: none"> <li><b>(Last updated April 2014)</b> <b>Hertfordshire 'Planning Together' Pathfinder Case Study</b> - Hertfordshire has worked to ensure a 'joined up', multi-agency, and person centred approach to developing EHC plans in an educational setting environment.</li> <li><b>(Last updated April 2014)</b> <b>Greenwich Pathfinder Case Study</b> - this case study shows how Greenwich has used person centred planning techniques to prepare for its annual reviews at school.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li><b>(New)</b> <a href="#">The PfA Review: A Good Practice Toolkit</a> - how person</li> </ul>

<ul style="list-style-type: none"> <li>• Establish individual pathways for young people.</li> <li>• Develop personalised outcomes which are mapped to PfA outcomes.</li> <li>• Provide support at key transition points including early planning.</li> </ul>	<p>centred practices and reviews can help transfer Statements and LDAs to EHC plans</p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#">PfA Factsheet: The Mental Capacity Act 2005 and Supported Decision Making<sup>i</sup></a> - information on the Act and what this means in practice</li> <li>• <b>(Last updated October 2014)</b> <a href="#">PfA Factsheet: Personal Budgets for Post-16 Provision and FE Colleges<sup>ii</sup></a> – provides examples and scenarios of how personal budgets can be implemented in Further Education colleges and post-16 provision.</li> </ul>
<b><i>Top Tip 3: Improve Post-16 options and support</i></b>	
<b><i>Ideas and examples of how to use and/or embed this learning</i></b>	<b><i>Examples/ Resources</i></b>
<ul style="list-style-type: none"> <li>• 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 inclusion.</li> <li>• It is therefore important to develop the workforce across health, education, social care and other agencies such as housing and employment.</li> <li>• 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.</li> </ul>	<p><b><u>Case Studies</u></b></p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#">Inspired to Work video<sup>liv</sup></a> – run by Remploy and funded by the DfE, the video showcases the success of the Inspired to work programme, sharing the work experience stories of young people and those that support them</li> <li>• <b>(New)</b> <a href="#">Whole System Change: Learning Example<sup>lv</sup></a> – the Preparing for Adulthood team supported Halton with a workshop to help develop an employment pathway for young disabled people moving into adulthood</li> <li>• <b>(New)</b> <b>Hertfordshire Transition and Progression Action Research Project-</b> phase 3, A summary of progress to date and priority areas for funding applications 2015 [<b>Appendix 1</b>]</li> <li>• <b>(New)</b> <a href="#">Supported Internship programme videos<sup>lvi</sup></a> – highlighting young people’s success stories. A partnership between The Manchester College, Manchester City Council, Central Manchester Health Trust and Pure Innovations.</li> <li>• <b>(Updated March 2015)</b> <a href="#">Surrey Choices: EmployAbility Case Study</a>: a case study</li> </ul>



<ul style="list-style-type: none"> <li>• Use the information available about what young people with SEND want and need. This information will be known from developing and implementing the shared vision, from EHC Plans and from local schools and colleges. Data on young people not in education, employment or training, and in the Joint Strategic Needs Assessment will also be helpful.</li> <li>• Think about what post 16 provision and support is needed locally to help young people with SEND achieve the four life outcomes: paid employment, independent living, good health, and community inclusion.</li> <li>• Work with local and national providers to improve choice and quality of provision.</li> <li>• Use the <a href="#">Getting a life pathways<sup>lii</sup></a> to do an audit and needs analysis of the local options. What is already available that works? What doesn't work? Where are the gaps?</li> <li>• Continue to work with local commissioners to create a joint strategy to fill the gaps and improve post 16 options (see Chapter 5 of <a href="#">Delivering support and aspiration for disabled young people<sup>liii</sup></a>). Be clear what the priorities for development are and continue to work in partnership with families and providers as progress is made on developing the options.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• <b>(Updated March 2015)</b> <a href="#">Ambitious about Autism Case Study (sourced from Ambitious Support)</a> - 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.</li> <li>• <b>(Updated October 2014)</b> <a href="#">Association of Colleges SEND Reforms Best Practice Case Studies<sup>lvii</sup></a> - 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.</li> <li>• <b>(Updated October 2014)</b> <a href="#">Hertfordshire Supported Employment Video<sup>lviii</sup></a> – Hertfordshire Youth Connexions team have recently developed a video showing the variety of employment situations hear the young people talk about their experiences.</li> </ul> <p><b>The following case studies can be found in <a href="#">Version 4, Preparing for Adulthood Information Pack<sup>lix</sup></a>:</b></p> <ul style="list-style-type: none"> <li>• <b>(Updated October 2014)</b> <b>Project SEARCH - a model for Supported Internships (sourced from Preparing for Adulthood)</b> – 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>(Updated October 2014) EmployAbility – ‘Let's work together’ Case Study Snapshot (sourced from Preparing for Adulthood)</b> - 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.</li> <li>• <b>(Updated October 2014) Supported Internships: Andrew’s Story (sourced from Preparing for Adulthood)</b> - 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 support his career in catering.</li> <li>• <b>(Updated October 2014) Supported Internships: Michael’s Story (sourced from Preparing for Adulthood)</b> - 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.</li> <li>• <b>(Updated October 2014) Supported Internships – Shipley College Case Study (sourced from Preparing for Adulthood)</b> –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.</li> <li>• <b>(Last updated October 2014) Hertfordshire Supported Internships Pathfinder Case Study</b> - 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 local authority decided to maximise the flexibility of the new Study Programmes. The local authority has worked in partnership with their FE providers to develop a model for Supported Internships.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>(Last updated April 2014)</b> Hertfordshire ‘Transition Planning’ Pathfinder Case Study - Hertfordshire further developed their Education, Health and Care plan by designing an accompanying PfA transition plan and process.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>(New)</b> <a href="#">Preparing for Adulthood: Engaging employers to find work experience for young people with learning difficulties and/or disabilities: a guide for post-16 providers</a> – guidance for post 16 providers on effectively engaging with employers</li> <li>• <b>(Updated October 2014)</b> <a href="#">Preparing for Adulthood factsheet: Study programmes<sup>lx</sup></a> – information what study programmes are, how they are funded and examples</li> <li>• <b>(Updated October 2014)</b> <a href="#">SE7 and PfA: Developing the Preparation for Adulthood section of the Local Offer<sup>lxi</sup></a> - how to use the Local Offer to develop post 16 options</li> <li>• <b>(Updated October 2014)</b> <a href="#">Access to work funding<sup>lxii</sup></a> - available to fund reasonable adjustments for the in-work element of Supported Internships and traineeships.</li> <li>• <b>Supported Internships</b> - Other useful information on Supported Internships can be found on the <a href="#">Preparing for Adulthood<sup>lxiii</sup></a> website.</li> </ul>
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## Supporting the change (New)

The SEND reforms require those supporting children and young people with SEND to work to a new process and in a more person centred way, resulting in a need for local areas to focus on workforce development and training. PFA have developed the following resources that can help support this change.

## Getting to scale quickly: Group approaches to planning (New)

This document introduces and explains the benefits of the approach of Planning Live as a way of providing person centred transfers to the new system but on a large scale.

Planning Live is a process for bringing together young people, their families, professionals and providers to gather and develop information for the young person's EHC plan. The full document can be downloaded [here<sup>lxiv</sup>](#). A case study in Hertfordshire of planning live in practice can be read [here](#) and an example of how it was used in Wigan can be downloaded [here<sup>lxv</sup>](#).



What everyone needs to know and be able to do		
Know:	Be able to:	How?
The difference in ethos and practice between statements, LDAs and EHC plans	Demonstrate co-production in all areas of their work	<ul style="list-style-type: none"><li>Co-design and deliver training in the principles and practice of co-production with young people and families</li><li>Create a 'co-production charter' describing how everyone needs to work within the ethos of co-production. Review how this works in practice on an annual basis</li><li>Provide resources about co-production – such as the film 'No more throwaway people' and the <a href="#">PFA co-production</a> film</li><li>Make this an agenda item in supervision and team meetings to ensure everyone really understands it and can share examples of how this impacts their work</li></ul>

## Developing a workforce that can deliver person centred outcome focused EHC Plans

The document summarises what plan co-ordinators, professionals, schools, colleges and other post-16 providers need to know and do in order to help deliver person centred outcome focused EHC Plans. It also includes some core element that everyone involved with young people and families need to know. This document can be downloaded [here<sup>lxvi</sup>](#).

Manchester's training schedule for the workforce in 2014 covering person centred reviews, outcomes, Local Offer and one page profiles can be found in **[Appendix 2]**.

## Case Studies (Updated March 2015)

The following case studies demonstrate preparing for adulthood from both the local authorities perspective and individual experiences. It's important to note that they are written as a snapshot at a particular point in time.

### *Cornwall case study: Participation, Choice and Control (New)*

In Cornwall the principles of participation, choice and control are central to the implementation of the Special Educational Need and Disability (SEND) reforms

Cornwall's aspiration is for all young people to participate in decision making and have choice and control over the services and provision that supports them.

They believe that this should take place on two levels:

- participation in strategic decision making, for example the content and presentation of the Local Offer.
- participation, choice and control regarding their own provision through person centred planning.

#### **1. Participation in strategic planning**

The local authority works in partnership with existing young people's groups and forums when co-producing and consulting. The various discrete groups comprise young people with the following additional needs:

- physical disability
- sensory needs
- autism
- mental health needs
- learning difficulties

The young people have played an important role in the:

- ongoing development of Cornwall's Local Offer – content and presentation
- redrafting of Cornwall's Accessibility Strategy
- development of the SEND Strategy



The implementation of Cornwall's SEND Strategy is governed by a multi-agency SEND Board. This board includes representation from the Young People's SEND Board (YPSB). The YPSB 'shadows' the SEND Board and convenes a couple of weeks before each SEND Board meeting. At the YPSB, SEND Board agenda items are discussed and any other issues are raised. The YPSB has representation from the discrete groups listed above and other forums.

#### **2. Participation, choice and control through person centred planning**

Participation, choice and control is central to Cornwall's:

- Education, Health and Care assessment and planning process
- transfer of Learning Needs Assessments to EHC plans.

It is recognised that:

- as young people develop, and form their own views, they should be increasingly involved in their assessment, reviews, person centred planning and decisions about their future
- after compulsory school age the right to make requests and decisions under the Children and Families Act 2014 applies to them directly, rather than to their parent/carers
- very occasionally a young person may not have the capacity to make a decision and the Mental Capacity Act (MCA) has then to be applied

### **3. The Mental Capacity Act**

Through consultation it was recognised that some parent/carers and professionals were unsure about the implementation of the MCA. A decision was made to run a series of training sessions delivered by the Cornwall Council Legal Service.

All the training is entitled 'Participation, Choice and Control' and is based on the underlying principles of the MCA which ensure:

- those who lack capacity are empowered to make as many decisions for themselves as possible
- decisions about mental capacity are made on an individual basis, and may vary according to the nature of the decision (someone who may lack capacity to make a decision in one area of their life may be able to do so in another)
- any decision made or action taken on a young person's behalf is done so in their best interests

#### **'Participation, Choice and Control' training.**

Training sessions are delivered over half a day and cover:

- The background to the MCA and relationship with the Children and Families Act
- How the principles of the MCA support the principles of the Children and Families Act around:
  - participation,
  - consideration of views, wishes and feelings of the young person
  - a focus on outcomes
- Decision-making models - including person centred planning
- Supported decision-making
- Mental capacity and capacity assessments
- Best interests decision-making
- Best interests meetings

Throughout the session the trainer reminds the delegates that they must always start with the presumption that everyone has capacity, that each decision the person makes has to be regarded separately and that there must be proof that a person doesn't have capacity when the MCA is applied.

Training that has been/will be delivered by the Cornwall Legal Service:

- Train the Trainers workshop for managers of education, health and care services with a view to them cascading the information to their teams
- Preparing for Adulthood Conference - session for all stakeholders including parent/carers and young people
- Workshop at parent/carer conference
- South West network meeting

*Katy's blog and experience of transition in Health (sourced from Preparing for Adulthood) (Updated March 2015)*

#### **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 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.

#### **The importance of young people being involved in decision making and being supported to have choice and control over their lives:**

- ***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***



## *Surrey Choices: EmployAbility Case Study (Updated March 2015)*

### **Background/ Context**

EmployAbility 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 has learning difficulties. He was keen to gain employment following college. To achieve this, he started working with EmployAbility in April 2013, who provided support in finding employment for when he finished college. 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. He completed placements on reception, as a sports activity helper and as a charity shop volunteer with the YMCA, which helped Jack understand the type of work he wanted to look for in paid employment. Within the first week of looking at paid roles Jack was invited to an interview for a full-time role as a print room assistant at Mott MacDonald. 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. 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. 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."***

**EmployAbility**

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

## ***Ambitious about Autism: James' Story (sourced from Ambitious Support) (Updated March 2015)***

### **Background/ Context**

James is a 21 year old young man who had been on the **Ambitious Support** 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 centred approach**

The team at Ambitious Support spent time getting to know James using a person centred approach to supported employment. This included learning about what James did and did not like to do, and discovering his preferred activities and environments. This was evidenced through photographs and a picture profile of James. These looked at the various aspects of James' life, such as his home and neighbourhood, community membership, use of public transport, local businesses he and his family frequent, his educational background and his skills and interests.

### **Planning for supported employment**

A person centred supported employment planning meeting was held with James, his family and other people who were committed to James getting a job. At this meeting the team looked at a number of areas, including: what works and what does not in supporting James; what puts a smile on his face; what are the ideal conditions for his

working environment; and what is required by the support staff in order to make sure that his day is successful.

James' planning meeting identified a number of industries and employment options and an action plan was drawn up. The Employment Specialist began the **employer discovery process** that 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, to ensure the job is the right fit for both James as employee and the employer.





James' first experience of work started in November 2013, delivering leaflets over an eight hour day. Subsequently, 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<sup>lxvii</sup>.](#)

***Hertfordshire Pathfinder Case Study – Planning live, personalised learning programmes and engagement with colleges (Updated April 2014)***

#### **Pathfinder background/context**

Hertfordshire is a geographically large county, with over 30,000 children and young people receiving SEN support. It has over 3,500 children and young people with a statement of SEN, the county has 525 schools. 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.

#### **Live Planning**

##### **Approach**

Hertfordshire worked with the [Preparing for Adulthood<sup>lxviii</sup>](#) to run an innovative 'live planning' session for young people and their families. It took place at Amwell View School and Specialist Sports College in July 2013 with the aim of introducing families to the new way of planning that is being introduced as part of the SEND reforms. A short film was produced at the Live Planning event and can be viewed by clicking [here<sup>lxix</sup>](#).

##### **Outcomes/Benefits**

- The planning Live events provided an opportunity to bring together the people who are important in a young person's life and, with a skilled and appropriately trained facilitator, discuss the things that are important to the young person and explore the

range of options and support that might help the young person to live the life they want to lead (their 'outcomes').

- The person centred environment of the planning live events helped to get the best from the young person and lead to the creation of an effective plan, which families may then choose to use as the basis of an education, health and care plan.
- Commissioners also used the shared information gathered on the day to help them get planning right for the future.

#### **Lessons learned**

Hertfordshire have planned a planning live debrief workshop for the end of March 2015. This structured approach will allow people the necessary time to think and discuss what went well, what can be improved and how this can be rolled out and embedded as part of the coordinated assessment and planning pathway within Hertfordshire. A copy of the email invite along with a list of key people to invite can be found here.

#### **How to get started**

1. **Run a debriefing session** to capture lessons learnt from previous Live Planning Sessions. Adjust summer term Live Planning Sessions and strategic and multi-agency sign off on 'new ways of working'.
2. **Agree how to implement Live Planning approaches within 'Business as Normal'**, e.g. build into the transition review process of the EHC Plan in schools and colleges to ensure good outcomes for young people and their families.

3. **Embed and review Live Planning approaches** to ensure continued good customer journey and impact on the Local Offer.

#### **Tips for implementation**

- **Don't underestimate the importance of pre-planning** and getting the process right first (Hertfordshire held a multi-agency pre-Live Planning Event to achieve a shared vision around person centred planning).
- **It is important to engage practitioners** in the event as facilitators or staff who are known to the young people.
- Ensure that any professionals attending Live Planning events have a role to play.
- **Ensure young people choose their preferred ways of communicating** their hopes and aspirations
- Ensure families and young people understand the importance of the session so they can choose to engage and are clear about the purpose and follow up.
- It is important to de-brief to sense check what worked and didn't work and how it will inform future practice.
- Make sure that the following groups are represented at each event - Young People, parents/carers, Youth Connexions Personal
- Advisors, Adult Care Transition Coordinators, School and FE College staff.

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- <sup>i</sup> Children and Families Act (2014), Part 3, Clause 30 ‘Local Offer for children and young people with special education needs’. The Children and Families Act 2014 is available at <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <sup>ii</sup> Special Educational Needs and Disability Regulations 2014, available at <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>
- <sup>iii</sup> SEND Code of Practice - <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>iv</sup> SEND Transitional Guidance (March 2015) available at <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>
- <sup>v</sup> Previous versions of Preparing for Adulthood Information packs, available at: <http://www.sendpathfinder.co.uk/personal-budget-information>
- <sup>vi</sup> SEND Pathfinder website available at [www.sendpathfinder.co.uk](http://www.sendpathfinder.co.uk)
- <sup>vii</sup> 0-25 Coordinated Assessment and Plan SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/coordinated-assessment-process>
- <sup>viii</sup> Personal Budgets SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/personal-budget-information>
- <sup>ix</sup> Local Offer SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/local-offer-information-pack-resources>
- <sup>x</sup> Engagement and Participation of parent carers, children and young people SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>xi</sup> Preparing for Adulthood SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>xii</sup> Joint Commissioning SEND Pathfinder Information Pack, available at <http://www.sendpathfinder.co.uk/joint-commissioning-information-pack>
- <sup>xiii</sup> The Children and Families Act 2014 can be accessed via the following link: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <sup>xiv</sup> January 2015 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>xv</sup> 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>
- <sup>xvi</sup> Children and Families Act 2014, Section 49, available at <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- <sup>xvii</sup> SEND Personal Budgets Regulations (2014), available at [http://www.legislation.gov.uk/uksi/2014/1652/pdfs/uksi\\_20141652\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1652/pdfs/uksi_20141652_en.pdf)
- <sup>xviii</sup> SEND Code of Practice (January 2015), available at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>xix</sup> SEND Transitional Guidance (March 2015) available at <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>
- <sup>xx</sup> January 2015 SEND Code of Practice can be accessed via the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <sup>xxi</sup> National Development Team for Inclusion (NDTi) website, available at: <http://www.ndti.org.uk/>
- <sup>xxii</sup> Council for Disabled Children (CDC) website, available at: <http://www.councilfordisabledchildren.org.uk/>
- <sup>xxiii</sup> Preparing for Adulthood website, available here: <http://preparingforadulthood.org.uk/>
- <sup>xxiv</sup> The Preparing for Adulthood Review, A good Practice Toolkit, available at: <http://www.preparingforadulthood.org.uk/media/385562/2upload.pf toolkit.pdf>
- <sup>xxv</sup> The Preparing for Adulthood Review, supporting documents, available at: <http://www.preparingforadulthood.org.uk/resources/pfa-resources/the-preparing-for-adulthood-review>

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- <sup>xxvi</sup> Engaging employers to find work experience for young people with learning difficulties and/or disabilities: a guide for post-16 providers, available at: <http://www.preparingforadulthood.org.uk/resources/pfa-resources/engaging-employers-to-find-work-experience-for-young-people-with-learning-difficulties-and-or-disabilities-a-guide-for-post-16-providers>
- <sup>xxvii</sup> Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- <sup>xxviii</sup> Preparing for Adulthood website, available at: <http://www.preparingforadulthood.org.uk/>
- <sup>xxix</sup> Aspirations for life website, available at: <http://aspirationsforlife.org/>
- <sup>xxx</sup> Disability Confident YouTube channel, available at: <https://www.youtube.com/user/DisabilityConfident>
- <sup>xxxi</sup> Version 4 of the Preparing for Adulthood Information Pack, available to download at: <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>xxxii</sup> PfA, Delivering support and aspiration, available at: <http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration>
- <sup>xxxiii</sup> North Yorkshire's Transition to Adulthood report, available at <https://www.mottmac.com/download/file/6657?cultureId=127>
- <sup>xxxiv</sup> North Yorkshire's Transition to Adulthood Action Plan, available at <https://www.mottmac.com/download/file/6665?cultureId=127>
- <sup>xxxv</sup> Personalised Learning Pathways , available at <https://www.mottmac.com/download/file/6661?cultureId=127>
- <sup>xxxvi</sup> PfA: Commissioning, available at: <http://www.preparingforadulthood.org.uk/media/385582/commissioning.doc.pdf>
- <sup>xxxvii</sup> PfA Factsheet: guide to joint commissioning resources, available at: [http://preparingforadulthood.org.uk/media/384263/joint\\_commissioning\\_guide\\_to\\_resources\\_-\\_final.pdf](http://preparingforadulthood.org.uk/media/384263/joint_commissioning_guide_to_resources_-_final.pdf)
- <sup>xxxviii</sup> Preparing for Adulthood factsheet, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/factsheet-the-children-and-families-act-and-the-care-act>
- <sup>xxxix</sup> 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>
- <sup>xl</sup> Version 5, Joint Commissioning Information Pack can be downloaded at <http://www.sendpathfinder.co.uk/joint-commissioning-information-pack>
- <sup>xli</sup> Haydn's story available on the PfA website courtesy of Scope, available here: <http://www.preparingforadulthood.org.uk/resources/stories/haydns-story>
- <sup>xlii</sup> Version 4 of the Preparing for Adulthood Information Pack, available to download at: <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>xliii</sup> Moving on Well Resource Pack, available at <http://www.preparingforadulthood.org.uk/resources/wider-resources/moving-on-well-resource-pack>
- <sup>xliv</sup> Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- <sup>xlv</sup> 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>
- <sup>xlvi</sup> Version 6, Engagement and participation of parent carers, children and young people Information Pack, available here: <http://www.sendpathfinder.co.uk/engagement-and-participation-information-pack>
- <sup>xlvii</sup> Georgie's one page profile video, available to view at <https://www.youtube.com/watch?v=t0DNI8z6xPw&feature=youtu.be>

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- <sup>xlviii</sup> Leicester College's Person centred approach case study, available at [http://www.preparingforadulthood.org.uk/media/377702/good\\_practive\\_case\\_study\\_-\\_leicester\\_college\\_s\\_person\\_centred\\_approach\\_-\\_revised.pdf](http://www.preparingforadulthood.org.uk/media/377702/good_practive_case_study_-_leicester_college_s_person_centred_approach_-_revised.pdf)
- <sup>xlix</sup> Version 4 of the Preparing for Adulthood Information Pack, available to download at: <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>i</sup> PfA Factsheet: The Mental Capacity Act 2005 and Supported Decision Making, available at [http://www.preparingforadulthood.org.uk/media/380898/pfa\\_factsheet\\_-\\_mca-cb\\_final\\_versions\\_3-12.pdf](http://www.preparingforadulthood.org.uk/media/380898/pfa_factsheet_-_mca-cb_final_versions_3-12.pdf)
- <sup>ii</sup> PfA Factsheet: Personal Budgets for Post-16 Provision and FE Colleges, available at [http://www.preparingforadulthood.org.uk/media/377922/pfa\\_factsheet\\_-\\_personal\\_budgets\\_for\\_fe\\_post-16v5final.pdf](http://www.preparingforadulthood.org.uk/media/377922/pfa_factsheet_-_personal_budgets_for_fe_post-16v5final.pdf)
- <sup>iii</sup> Preparing for Adulthood 'Pathways to Getting a Life' booklet available at <http://www.gettingalife.org.uk/downloads/2011-Pathways-to-getting-a-life.pdf>
- <sup>iiii</sup> PfA, Delivering support and aspiration, available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/delivering-support-and-aspiration>
- <sup>liv</sup> Inspired to Work video, available at <https://www.youtube.com/watch?v=xBaj-62pcM0&feature=youtu.be>
- <sup>lv</sup> Preparing for Adulthood, Whole System Change: Learning Example, available at [http://www.preparingforadulthood.org.uk/media/384015/an\\_employment\\_pathway\\_for\\_halton.pdf?sm\\_aui=iQVb0KMnWqn9JRRD](http://www.preparingforadulthood.org.uk/media/384015/an_employment_pathway_for_halton.pdf?sm_aui=iQVb0KMnWqn9JRRD)
- <sup>lvi</sup> Supported Internship programme videos, available at <http://traineeships.cmft.nhs.uk/v/>
- <sup>lvii</sup> Association of Colleges SEND Reforms Best Practice Case Studies, available at <https://www.aoc.co.uk/teaching-and-learning/sen/send-reforms-project>
- <sup>lviii</sup> Youth Connexions Website available at <http://www.youthconnexions-hertfordshire.org/cms.php?pageid=576>
- <sup>lix</sup> Version 4 of the Preparing for Adulthood Information Pack, available to download at <http://www.sendpathfinder.co.uk/preparing-for-adulthood-information-pack>
- <sup>lx</sup> Preparing for Adulthood factsheet: Study programmes, available at <http://www.preparingforadulthood.org.uk/studyprogrammes>
- <sup>lxi</sup> SE7 and PfA: Developing the Preparation for Adulthood section of the Local Offer, available at <http://preparingforadulthood.org.uk/resources/wider-resources/developing-the-preparation-for-adulthood-section-of-the-local-offer>
- <sup>lxii</sup> Access to work fund – further details available at <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>
- <sup>lxiii</sup> Preparing for Adulthood website <http://www.preparingforadulthood.org.uk/>
- <sup>lxiv</sup> Getting to scale quickly: Group approaches to planning, available at [http://www.preparingforadulthood.org.uk/media/385588/getting\\_to\\_scale\\_quickly.pdf](http://www.preparingforadulthood.org.uk/media/385588/getting_to_scale_quickly.pdf)
- <sup>lxv</sup> Whole System Change: Oakfield School and College, Wigan , available at <http://www.preparingforadulthood.org.uk/resources/pfa-resources/whole-system-change-oakfield-school-and-college-wigan>
- <sup>lxvi</sup> Preparing for Adulthood: Developing a workforce that can deliver person centred outcome focused EHC Plans , available at [http://www.preparingforadulthood.org.uk/media/385683/developing\\_the\\_workforce\\_-\\_pcr\\_doc.pdf](http://www.preparingforadulthood.org.uk/media/385683/developing_the_workforce_-_pcr_doc.pdf)
- <sup>lxvii</sup> Ambitious about Autism: James' Story , full case study available at [http://www.preparingforadulthood.org.uk/media/376948/james\\_case\\_study\\_for\\_pfa.pdf](http://www.preparingforadulthood.org.uk/media/376948/james_case_study_for_pfa.pdf)
- <sup>lxviii</sup> Preparing for Adulthood website <http://www.preparingforadulthood.org.uk/>
- <sup>lxix</sup> Hertfordshire and Preparing for Adulthood's Live Planning Day DVD, available at [https://www.youtube.com/watch?v=N3UDp\\_4\\_lo&feature=youtu.be](https://www.youtube.com/watch?v=N3UDp_4_lo&feature=youtu.be)