

**Buckinghamshire
SENDIAS
Online Training
coproduced with
FACT Bucks**



Preparing for
adulthood –
towards
education,
work and
meaningful
occupation

- **Summary:** This webinar aims to help you to understand the options available to young people with SEND post-16 to make sure they reach their potential, and how their EHC plan can be used to get them there.
- **Duration:** 1 hour including opportunity for questions

Preparing for adulthood – how to get there? - High aspirations

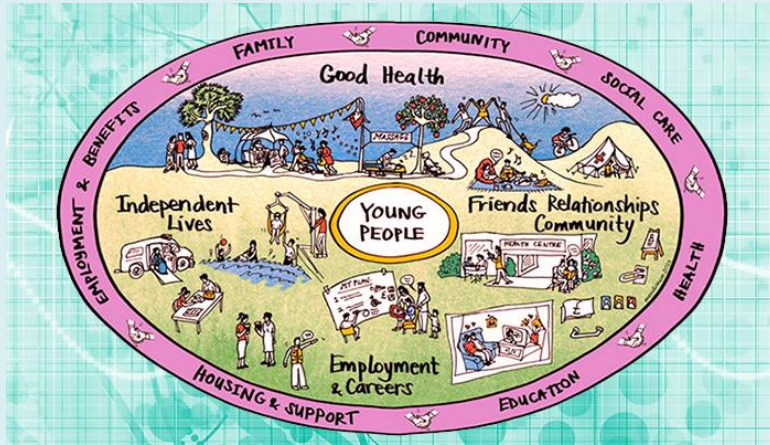


Is it only year 11 which is important then?

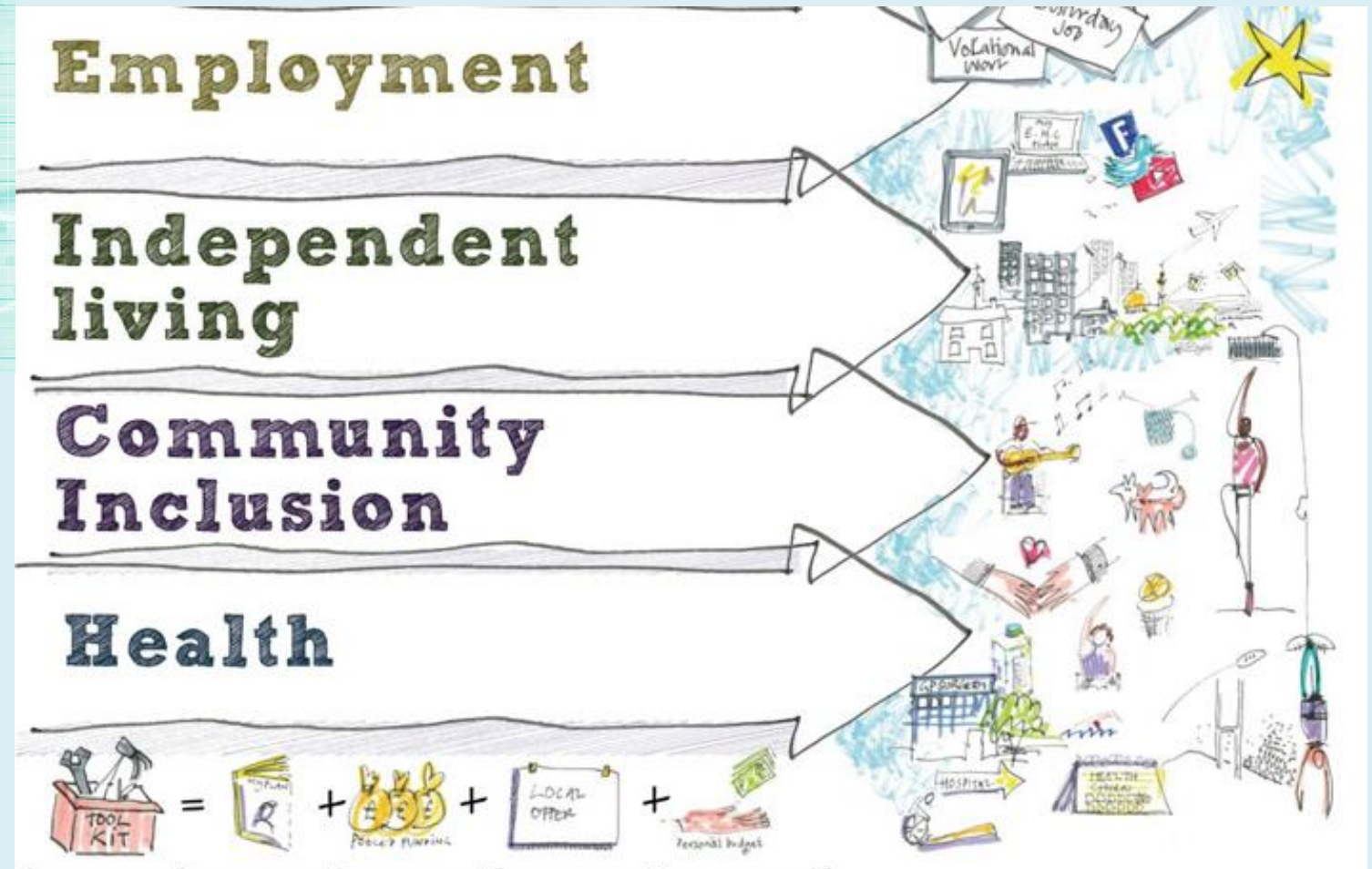
- No – preparing for adulthood starts from the earliest of years.



Preparing for adulthood – how to get there? - Preparing for adulthood outcomes



An outcome is what we want a child or young person to be able to do or achieve with the support outlined in the EHC Plan



PfA Outcomes - The Sandwich Model



By When?

Short term – 1 year or 6 months in early years

Long Term – 3 years or next transition point e.g. end of Key Stage

The measurable skill that will develop as a result of provision

What will the young person be able to do?

in order to... so that... to support towards... to allow...

Relates to what is important to the young person now and in the future

Moving the child / young person towards the life they want for themselves

What will it give the child?
What will it make possible?
What will it do?

How does it prepare the young person for adulthood?

Preparing for adulthood – how to get there?-

Getting your child's voice heard and getting your voice heard



Knowing your child's and your rights and options

+

Getting your child's views and your views across

+

Listening to views of others
= Making informed decisions at annual review



What does
the law
say?

Do my views count?

YES

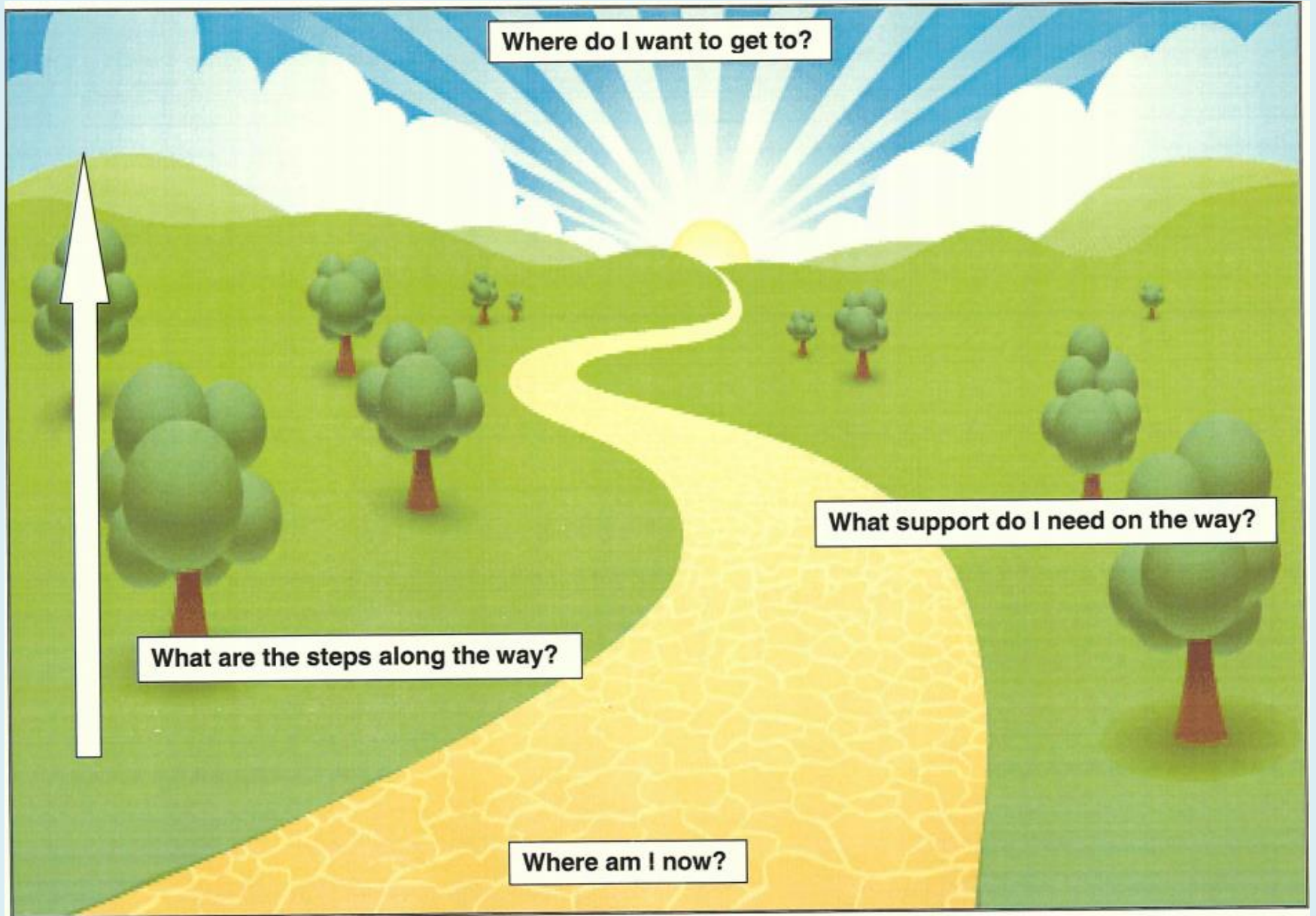
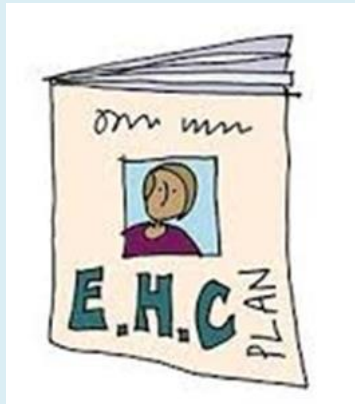
The Local Authority must have regard to:

the views, wishes and feelings of the child and their parent, or the young person;

the importance of them participating as fully as possible in decisions

the importance of them being provided with the information and support necessary to enable participation in those decisions;

the need to support them, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes





Buckinghamshire SENDIAS webinar - Capturing Your Child's Views

https://youtu.be/vsknYA_qv6s

[SENDIAS news, events and latest updates | Buckinghamshire Council](#)


My Vision Board



MY DREAM JOB



THINGS I WANT TO LEARN




THINGS TO TRY:

- 1
- 2
- 3
- 4


HEALTHY GOALS

- 1.
- 2.
- 3.



RELATIONSHIPS

MY FRIENDS AND FAMILY



WHERE DO I WANT TO LIVE?
WHO WILL I LIVE WITH?



My Vision Board

A vision board is an example of a way to collate your child's goals and aspirations



What does the law say? Importance of the EHC plan annual review

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society.

Review meetings taking place in Year 9 should have a particular focus on considering options and choices for the next phase of education.

From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood

Where the child or young person is in or beyond Year 9 (aged 13 or 14), the EHC plan must include (in sections F, G, H1 or H2 as appropriate) the provision required by the child or young person to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or for participation in society

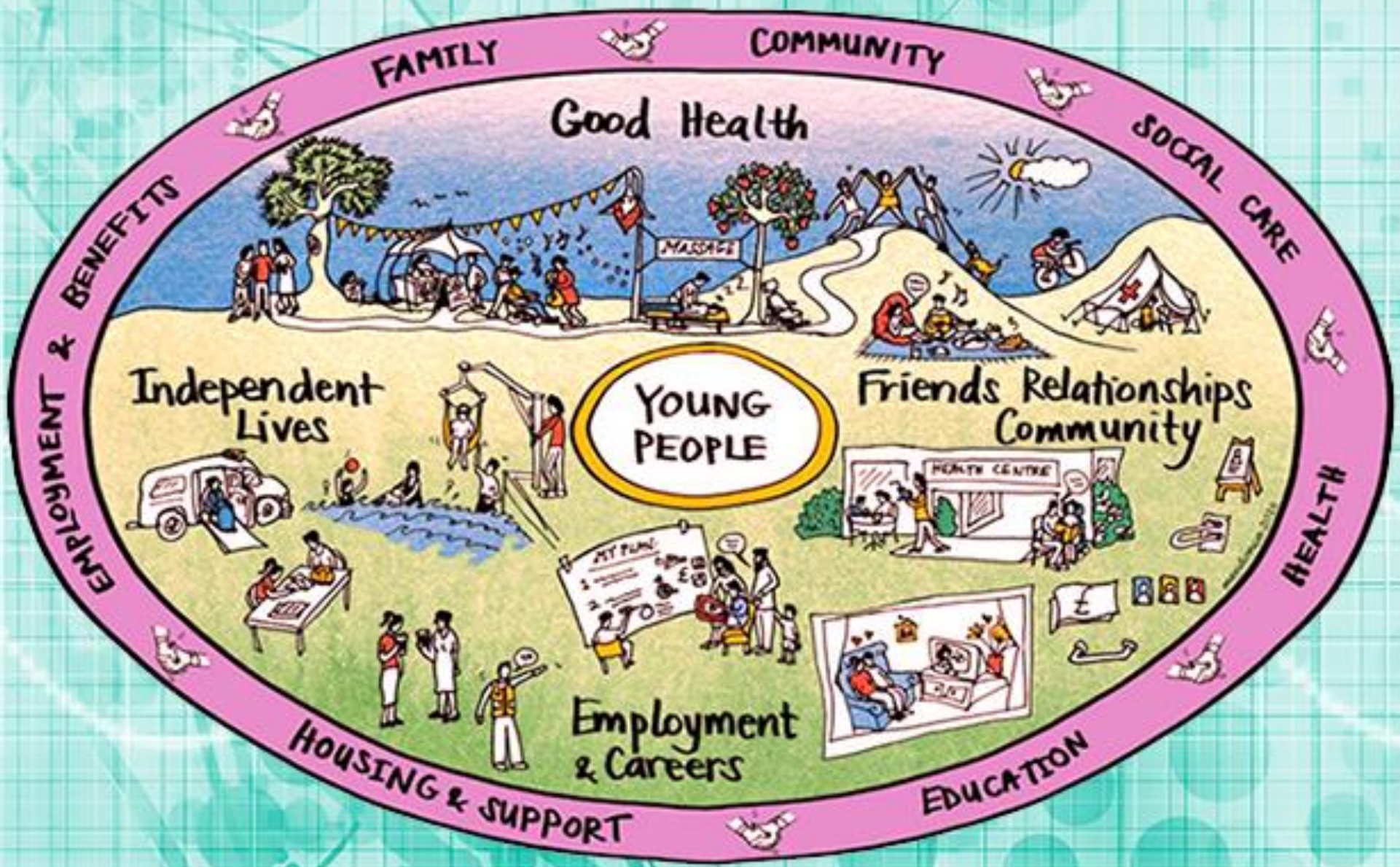


**What does
the law
say?**

Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings . . .

What about my young person's EHC plan? How long does that last?

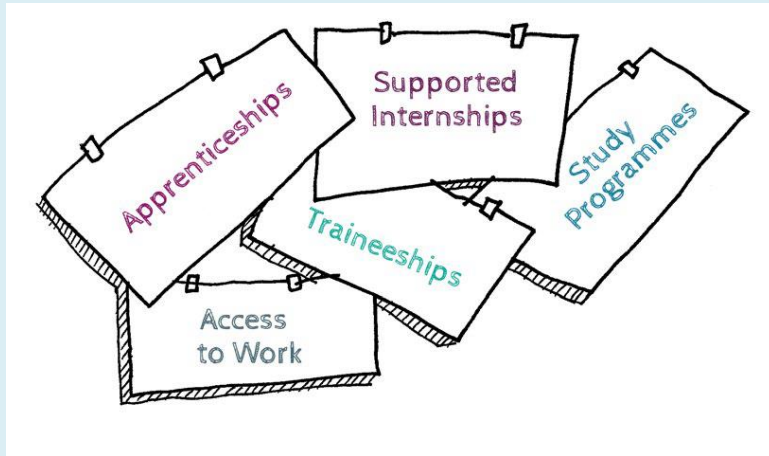
- Your young person's EHC plan is reviewed with you and your young person every year.
- A council may cease to maintain an EHC plan only if it determines that it is no longer necessary for the plan to be maintained, or if it is no longer responsible for the child or young person.
- When determining whether a young person aged over 18 no longer requires a plan, a local authority must consider whether the educational or training outcomes specified in the plan have been achieved.
- EHC plans for young people out of education/excluded aged up to 18 must continue unless the young person no longer needs special educational provision via an EHC plan.
- There is no automatic entitlement to continued support from an EHC plan at age 19. Some young people will have met the outcomes on their EHC plan. Others will take longer to do so and want to stay in further education. If necessary, an EHC plan can be kept until the young person is 25.
- An EHC plan will be ceased if:
 - A young person aged 16 or over leaves education to take up paid employment (including employment with training but excluding apprenticeships)
 - The young person enters higher education
 - A young person aged 18 or over leaves education and no longer wishes to engage in further learning
 - A young person is over 25 .



Does my young person have to stay in education beyond 16?

- Your young person can leave school on the last Friday in June if they will be 16 by the end of the summer holidays.
- They must then do one of the following until they are 18:
- **stay in full-time education, for example at a college**
- **start an [apprenticeship](#) or [traineeship](#) or [supported internship](#)**
- **spend 20 hours or more a week working or volunteering, while in part-time education or training**
- At 19 some young people with SEND will finish education and find work or a meaningful occupation. Some young people with SEND move into higher education. Others will need longer to consolidate their further education and training.

Employment and meaningful occupation – up to year 11



- Subject option choices - thinking about university and college, picking the right subjects for future career goals
- Exploring different careers
- Understanding requirements for HE
- Structured careers advisory sessions
- Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful
- Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed
- GCSEs / NVQs / Entry level qualifications
- Vocational options
- Continue to build personal / vocational profile - use in careers sessions
- After school / Saturday jobs / part-time employment
- understanding supported employment options e.g. access to work
- Transition to new settings
- Starting micro-enterprises

- Helping disabled young people to find and stay in work



Pen portrait
of Matthew



Looking at the
options – a
parent's view

What is my child
capable of? What
does he want to do?

What are his
strengths and
interests?

Where will he best
live and learn?

What are my hopes
for him?

What will he be doing
during the day?

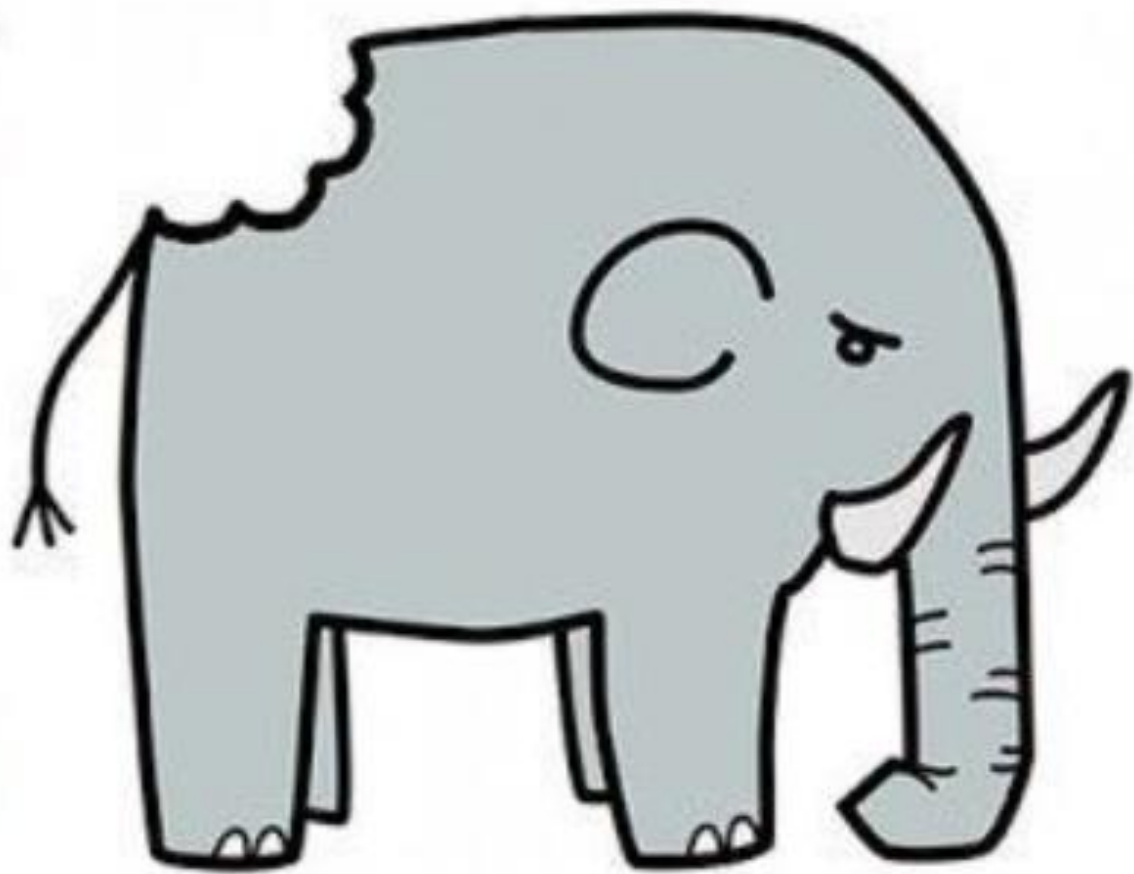
1. Name of provider
2. Location/ Address
3. Day place or Residential
4. Insight gained
5. Suitability of Course Content
6. Age Appropriate Peer Group
7. XXXX's wants & needs
8. Supporting XXXX's needs
9. Development of Independent living skills within the local community
10. Non-classroom-based Learning Environment
11. Outcomes of College
12. Vulnerability and Suitability

What will my young person do next?



HOW DO YOU EAT
AN ELEPHANT?

ONE BITE
AT A TIME!



Employment – finding out what suits



How independent are you at home?

Can you cook meals?
 Yes No With help

Can you do housework and laundry?
 Yes No With help

Can you do food shopping?
 Yes No With help


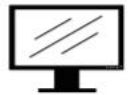



Can you do the recycling and put it out?
 Yes No With help

Can you use the phone?
 Yes No With help

Special equipment or help you need at work

Please tell us about any special equipment or help you may need at work,

For example:

- A special chair 
- Equipment to help you see your computer screen 
- A special phone 
- Sign language interpreter 
- A special desk 
- A Job Coach (Someone who can help you learn the tasks you need to do in a job)

Employment –finding out what suits

CREATIVE	INFLUENCING	NUMERICAL	ORGANISING	PRACTICAL
Able to imagine new things.	Persuade others.	Make mental calculations.	Identify the steps of a project or task.	Use computers.
Generate new ideas.	Be confident.	Work with a budget.	Keep track of money.	Handle materials.
Make objects/crafts.	Set example.	Estimate costs.	Choose which materials are needed.	Work physically.
Visualise things.	Negotiate an agreement.	Interpret numerical data.	Work to deadlines.	Assemble components.
Use your imagination.	Sell a product or service.	Make calculations using paper.	Set the order of tasks.	Use equipment.
Take photos.	Maintain personal contacts.	Analyse data.	Keep a filing system.	Work with tools.
Decorate.	Coordinate others.	Be consistently correct with calculations.	Schedule activities in a calendar.	Maintain things.
Play an instrument.	Supervise others.	Handle money.	Complete administration tasks.	Use your hands.
Draw pictures.	Build a team.	Pay attention to detail.	Follow rules.	Make or construct things.
Write stories.	Influence others with your ideas.	Be methodological.	Make lists.	Fix things.

Vocational Profile Summary Sheet

My Job Preferences and other relevant information

Please attach this document to the education, health and care plan so that this information can be used for planning any work experience, vocational courses or job applications

Name of young person

Aspirations about work

Types of jobs would consider

Below are things that they are positive about in a work setting. For example, being outdoors/indoors, part of a team, lone working, busy/quiet, sitting down/walking around.



is positive about these things in the work setting



would not want these things in the work setting



Preferred hours (early /day/late/ night shifts)

You could try this with your child: find out more here: [Vocational Profile - NDTi](https://www.ndti.org.uk/assets/files/Vocational-Profile-Editable.pdf) and find the profile here: <https://www.ndti.org.uk/assets/files/Vocational-Profile-Editable.pdf>



Getting your
young person
ready for next
steps— a
parent's view

Opportunities towards employment for young people with an Education, Health and Care plan:

1. Stay in full-time education

- Your young person could carry on learning through a full-time study programme. This could be made up of different qualifications and include things like:
 - courses that prepare them for adult life, work and taking part in the community such as [ASDAN SEND Provision](#) and [OCR Life and Living Skills](#) courses
 - academic subjects leading to [GCSEs](#) or [A Levels](#)
 - work-related courses like [T Levels](#) or [BTEC diplomas](#)
 - English and maths skills

1. Stay in full-time education - university

[Disabled Students | Advice And Financial Support | UCAS](#)

[Into Higher Education | Disability Rights UK](#)

[Funding Further Education for Disabled Students | Disability Rights UK](#)

Opportunities towards employment for young people with an Education, Health and Care plan:

2. Combine work and study

- **Traineeships** - Entry requirements: aged between 16 to 24 or up to 25 with an [Education Health and Care Plan](#) with no higher than a [level 3 qualification](#)
- **Supported internships**- Entry requirements: Aged 16-24 with an [Education Health and Care Plan](#) – requiring extra support to get a job.
- **Apprenticeships** - Entry requirements: Will be dependent on the industry, job role and apprenticeship level
- **School leaver schemes**- Entry requirements: Usually high grade A levels or equivalent and a keen interest in the sector

- [Find a traineeship and Traineeship film](#)
- [Supported internships](#) and [BSI Bites Buckinghamshire Supported Internship podcast episode 1](#)
- [Become an apprentice](#) and [Into Apprenticeships](#)
- [School leaver schemes](#)

Opportunities towards employment or purposeful activities for young people with an Education,

Health and Care plan:

- **3. Work or volunteer and study part-time**
- Between 16 and 18 your young person can work or volunteer for 20 hours or more if they combine it with part-time study or training.
- They may also be able to combine lots of different types of activities, like a part-time college course to improve their English and maths, volunteering in a charity shop and getting skills to take care of themselves and travel independently, together with employability support to find the best places to look for jobs and get support in the workplace.
- Supported employment schemes are available for young people with significant disabilities. Find out more here: [British Association for Supported Employment](#)
- Schools and colleges know their students' needs well and will seek opportunities for them offsite and onsite which are motivating and purposeful and lead towards employability.



Supported
volunteering—
a parent's
view



Choosing a school or college post 16. What does the law say?

Selecting a school or college - the law - IPSEA

SEND: 19- to 25-year-olds' entitlement to EHC plans - GOV.UK (www.gov.uk)

**Where can my young person be educated? –
What is out there? What will meet my young person's needs?**

1. <https://get-information-schools.service.gov.uk/>
 2. [Find a post 16 college or 6th form - Bucks Local Offer for SEND](#)
 3. [Supported employment, volunteering and training - Transitions Guide](#)
 4. <https://natspec.org.uk/find-a-college/search>
 5. [Find a course | National Careers Service](#)
- Is this at the right level for my young person?

Disability employment advice: at your local jobcentre

If your young person is over 18, your local jobcentre can:

- help them find a job
- help them gain new skills
- tell them about disability friendly employers in your area
- discuss other support available

Your young person can be referred to a specialist work psychologist, if appropriate, or benefit from an 'employment assessment' of:

- Their skills and experience
- what kind of roles they're interested in

Disability employment advice:

Other options

- [Buckinghamshire Skills Hub](#) - local information about careers
- Getting a work coach from Building Futures: - [Programme Benefits — Building Futures \(buildingfuturesbucks.org.uk\)](#)
- Mencap's employment services support people with a learning disability to develop the skills and confidence needed to get a job: [Finding a job | Mencap](#)
- [Job support if you have special educational needs or a disability | National Careers Service](#)

What other help might my young person have to help them towards employment or meaningful occupation?

- [Access to Work - for people with physical or mental health conditions or disability](#)
- [Universal Credit](#)
- [16 to 19 Bursary Fund](#)
- [Personal Independence Payment \(PIP\)](#)
- [Personal Transport Budgets](#)
- [Disabled Students' Allowance - for university students](#)

Getting employment and employability on the EHC plan

- Aspiration: *I'm not really sure what I want to do yet*
- Need: Section B: Muhammed struggles to understand what a task might involve without experiencing it. This makes it difficult for him to understand what's available in the world of work
- **Outcome: Section E: By the end of 6th form, Muhammed will have completed meaningful experience of work in 3 local businesses so that he has an understanding of the different types of job roles available in the local community.**
- Provision: Section F: The supported employment service will visit Muhammed for 2 x 1 hour sessions in the second half term to help him think about and identify employment options for when he leaves 6th form
- [EHC Plans for Year 9 and above](#)
- [Developing outcomes for Young People - Achieving for Children](#)

What to expect in year 9

What to plan and think about

- Think about developing realistic aspirations with your child. Support them to understand how they can achieve these.
- What education and qualifications will your young person need to achieve their aspirations?
- What are the best options that will support them in getting the qualifications they need?
- Does an alternative Key Stage 4 offer need to be explored?
- Transport and travel training.
- Meaningful work experience and volunteering opportunities.
- Find out about transitions into adult social care and mental health service.
- Building skills for independent living.
- Does your child's EHC plan require changes? – annual review process.
- [Transitions planning | Family Information Service \(buckinghamshire.gov.uk\)](#)
- [Helpful tips and advice | Family Information Service \(buckinghamshire.gov.uk\)](#)

What to expect in year 10

What to plan and think about

- Does your child's EHC plan require changes? – annual review process.
- Post-16 education and training opportunities.
- Meaningful work experience and opportunities.
- Promoting independence in the home and building skills for independent living. Get your child to do jobs around the house and learn life skills such as budgeting and cooking.
- Friendships, relationships and opportunities for socialising.
- Transport and travel training.

What to expect in year 11

Your school will arrange for your young person to:

- talk to a careers adviser about jobs, volunteering and other purposeful activities beyond school
- go to open days to explore their options
- apply for education or training at places they would like to go
- Your child's EHC plan will require changes – post 16 annual review process/ naming a new placement – deadline for new Final EHC plan 31 March.

What to expect in year 12

What to plan and think about

- Does your child's EHC plan require changes? – annual review process.
- Post-18 planning. Exploring options and arranging visits/taster days.
- 'Access to work' applications or review of support.
- Independent living and daily living - exploring options and talking about the future.
- Building skills for independent living.
- Transport and travel training.

What to expect in year 13

What to plan and think about

- University applications, Student Finance and Disabled Student Allowance (DSA).
- DSA assessment.
- Review 'access to work' support.
- Independent living and daily living - exploring options and talking about the future.
- Transport and travel training.

Beyond year 13 – to age 25

- Applications to college or university

Special educational needs and disabilities (SEND Local Offer)



[Get started with SEND](#)

Where to start if you're new to special educational needs and disabilities



[About the SEND local offer](#)

What the SEND local offer means and how it can help you



[Education and SEND](#)

Help for children and young people with SEND in education

[SEND money and benefits](#)

Financial support for children and young people with SEND

[Health and SEND](#)

Local health support for children and young people with SEND

[Social care and SEND](#)

Social care services for children and young people with SEND

- [Local Offer for SEND in Buckinghamshire | Family Information Service](#)

[Transition Guide | Family Information Service](#)

Bucks SENDIAS Service

- If you require further information to help you please first refer to the SENDIAS webpages: [Bucks SENDIAS service | Buckinghamshire Council](#) and if necessary contact SENDIAS using the **clickable [Bucks SENDIAS Contact Form](#)**

- Sign up for our email updates

- Live webchat:

- Mondays 1-3pm and Fridays 10am- 12 noon

Important information

In this news update you will find information about:

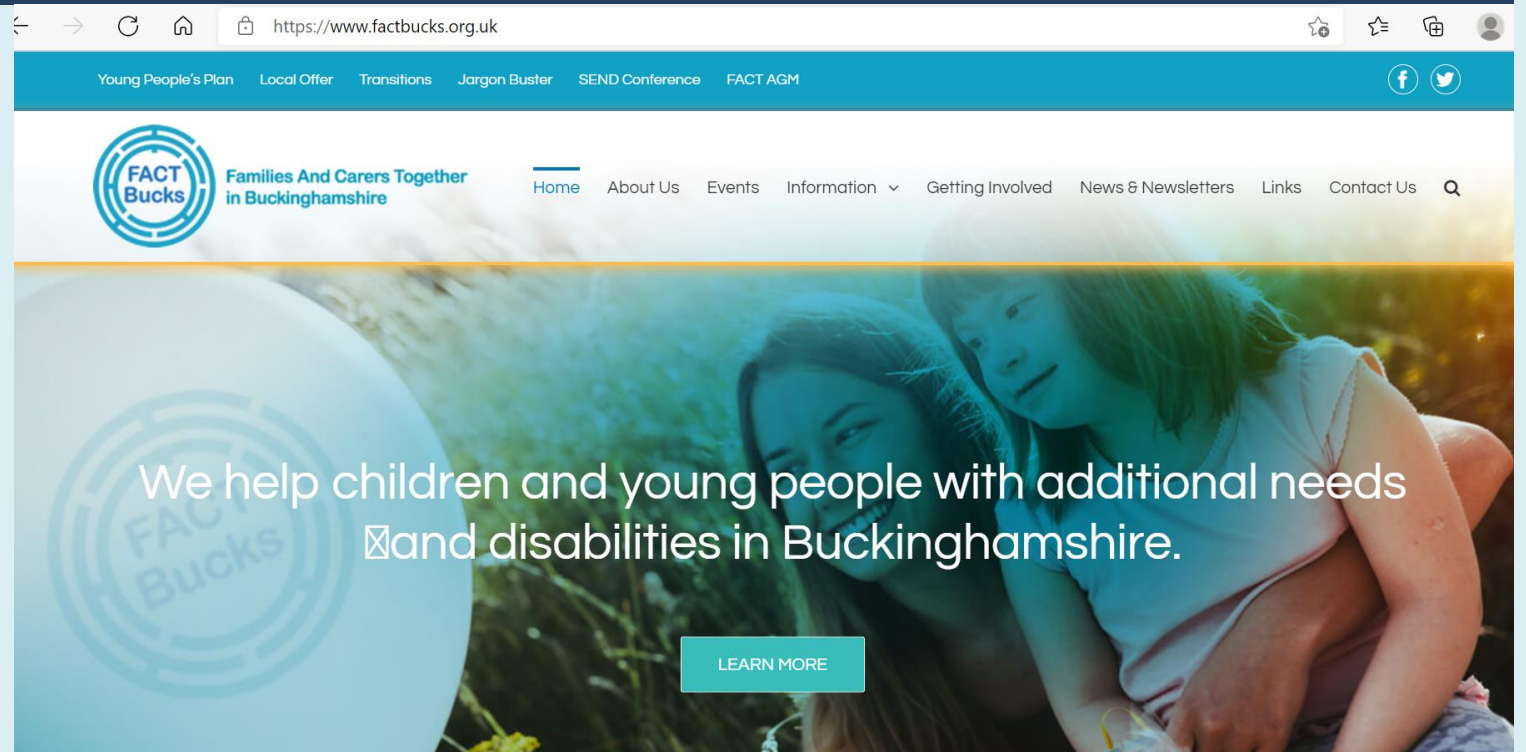
- New to SEND? - Free FACT Bucks/Bucks SENDIAS Service Webinar - 10-11am on Friday 27 January 2023
- Shout out for SEND - Youth Voice Bucks
- The Prince's Trust Team Programme
- Family Support Service - three exciting projects online and in person for young people in school years 7 and upwards starting in February 2023
- Contact - Welcome to What's new
- Bucks SENDIAS Service Live Web Chat

FACT Bucks

<https://www.factbucks.org.uk/>

[FACT Bucks | Facebook](#)

[FACT Bucks - Families and Carers Together in Bucks \(@FACTBucks\) / Twitter](#)



The screenshot shows the homepage of the FACT Bucks website. The browser address bar displays <https://www.factbucks.org.uk>. The website has a teal header with navigation links: Young People's Plan, Local Offer, Transitions, Jargon Buster, SEND Conference, and FACT AGM. On the right side of the header are social media icons for Facebook and Twitter. Below the header is a white navigation bar with the FACT Bucks logo (a circular icon with 'FACT Bucks' text) and the tagline 'Families And Carers Together in Buckinghamshire'. The main navigation menu includes Home, About Us, Events, Information (with a dropdown arrow), Getting Involved, News & Newsletters, Links, and Contact Us, followed by a search icon. The main content area features a large background image of a woman and a young girl smiling in a field. A large, semi-transparent teal circle on the left side of the image contains the FACT Bucks logo. Overlaid on the image is the text: 'We help children and young people with additional needs and disabilities in Buckinghamshire.' Below this text is a teal button labeled 'LEARN MORE'.