

Developing outcomes

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Preparing for Adulthood programme

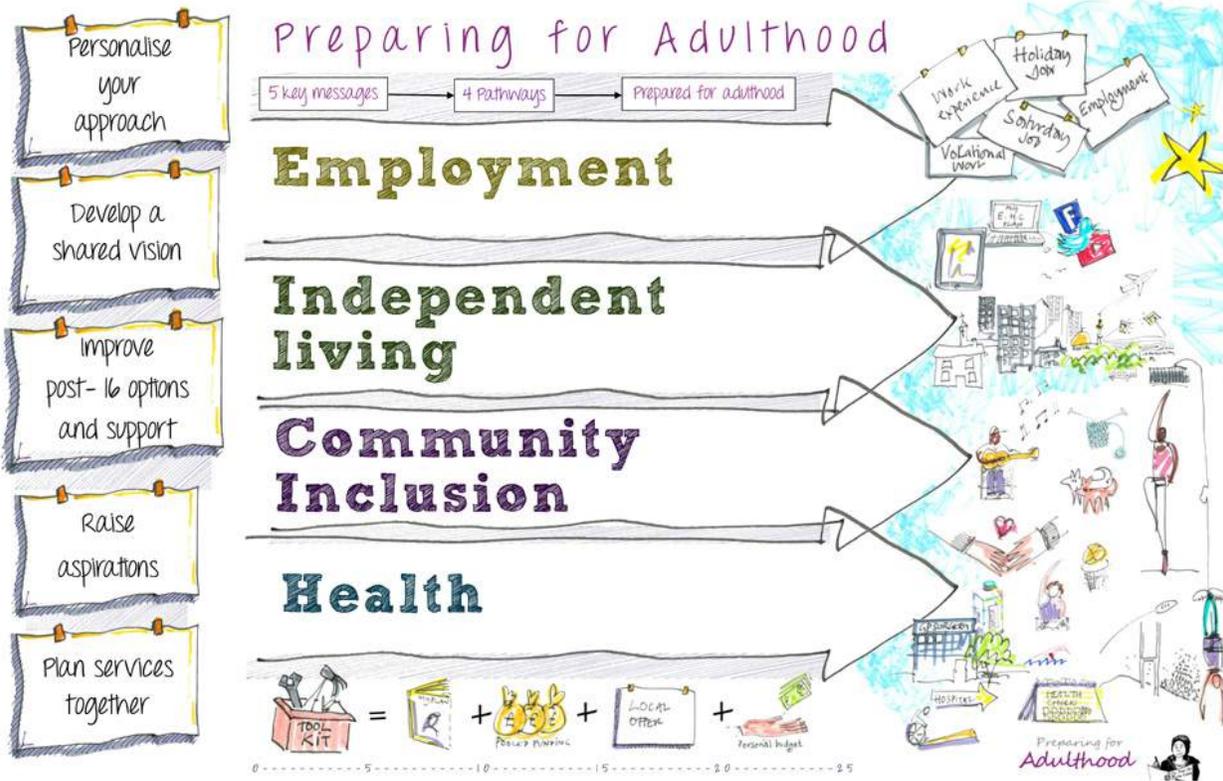
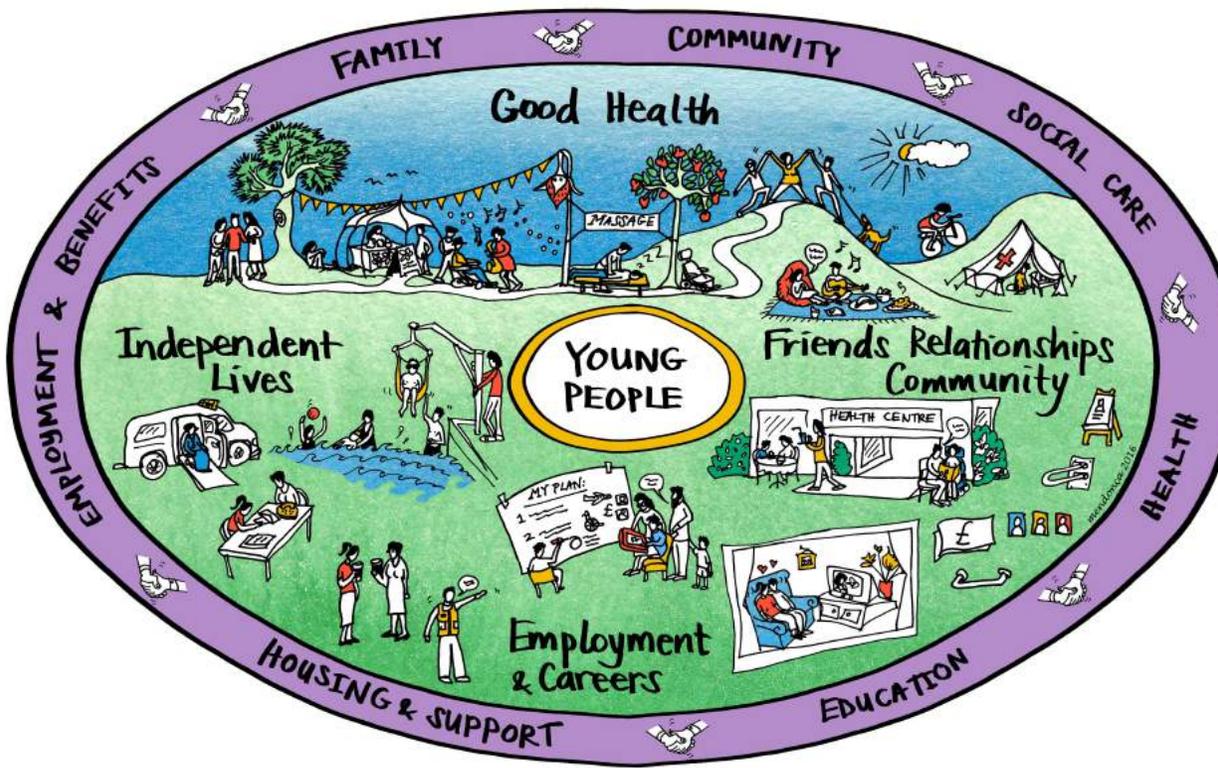
Preparing for
Adulthood





A reminder of the vision for Preparing for Adulthood

PARTNERSHIP WORKING FOR PFA





Planning - The SEND Code of Practice 2015

- Outcomes should always enable children and young people to move forward towards their long-term aspirations – in employment/higher education, independent living, friends, relationships and community and good health
- Young people must be supported to express their views about the Preparing for Adulthood outcomes as well as autonomy
- Children, young people and families enabled to express their views, wishes and feelings



Planning - The SEND Code of Practice 2015

- Children, young people and parents involved in all aspects of planning and decision making
- EHC plans should be clear, concise, understandable and accessible to parents, children, young people and all professionals and practitioners
- No jargon. Clear ordinary language
- Aspirations and outcomes and Preparing for Adulthood from the earliest years



Preparing for Adulthood from the earliest years – Chapter 8

- 8.9 - High aspirations about employment - **must** ensure the relevant services provided help young people prepare for adulthood
- 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
- Planning **must** be centred around the individual and explore the 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.
- 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



Why PfA outcomes?

They help us to:

- Remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- Remember what a good life is for all young people – a gloriously ordinary life
- Find out what the young person's aspirations are and what is important to them now and for the future
- Support children, young people and their families to plan for life outcomes





How would you describe an outcome to a young person?

'An outcome is the benefit or difference made to an individual as a result of an intervention'

COP para 9.66

We need to ask what achieving an outcome would do for the young person:

✓ What would it give them?

✓ do for them?

✓ make possible for them?



WORK



Thinking about employment ...

- Raise aspirations
- Careers advice
- Work experience
- Vocational profile
- Role models



What might this look like in a plan?

Aspiration

- To get a paid job when I leave education

Outcomes

- By December 2020 I will have a vocational profile that clearly sets out what I'm good at, what type of employers need my abilities and what support I need to get a paid job when I leave education
- By December 2020 I will have a communication passport so that colleagues understand how I communicate way of making myself understood in the work place by work colleagues
- By July 2021 I will be able to travel around my local community by either walking, using the bus or the train with the support I need
- By July 2021 I will have had 4 meaningful work experiences in a range of community-based settings so that I understand different type of job roles
- In September 2021 I will begin a supported internship



Steps towards these outcomes

- During summer term I will travel on the bus with my class to the library for book club once a week
- I will have one block of work experience in Summer term and one in the Autumn term 2020/21
- I will visit the local FE college with my family to look at their supported internship course by December 2020



Examples of provision and support

SEN provision

- Study program with work experience
- School curriculum to help with travel training
- Speech therapist to ensure my communication book shows how to support me in work experience

Health provision

- School nurse to help with my health action plan so it can be used in work experience, and to support me with understanding how to take my medication

Social Care

- My family support worker to help me and my family to look at work opportunities outside of school during holidays and weekends.



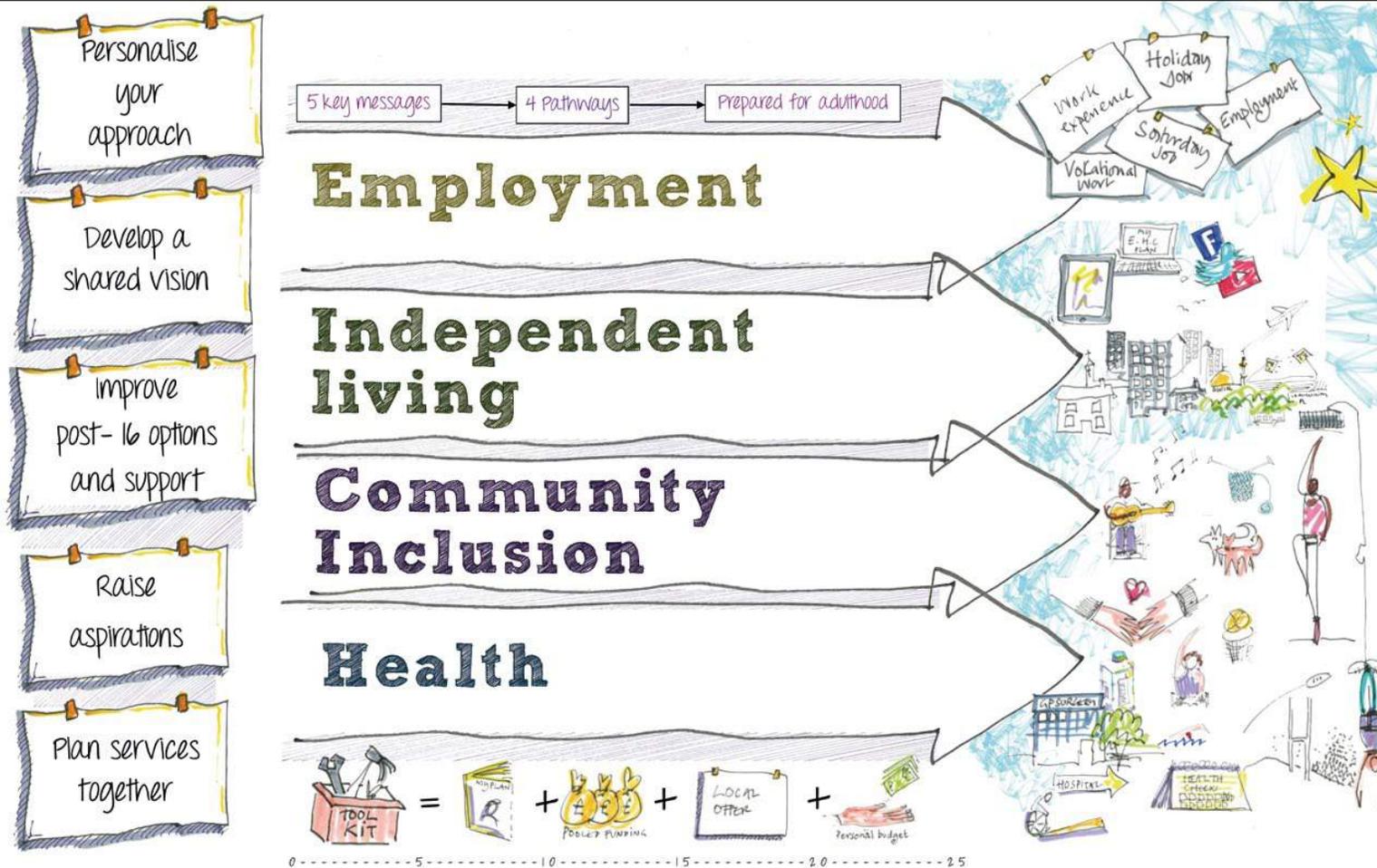


Person centred practice

- Person-centred planning is a perfect way of developing an Education, Health and Care plan and a SEN Support Plan
- Takes an “ordinary life” approach
- Who is this person, what is important to them and what support do they need to have a full and fulfilling life?
- Looks at family and community assets



PfA Outcomes across the age ranges for children and young people with SEND





Reviewing PfA outcomes in plans

- Will the outcomes written in the plan prepare a young person well for adulthood?
- Are they clearly linked to the aspirations in section A?
- Outcomes should enable young people to move towards their long term aspirations.
- Thinking about life beyond education
- What would success look like?
- How will you know it's been achieved?
- Does the local offer support young people to achieve their outcomes?