



8.1 Preparing for Adulthood from the Earliest Years

Being supported towards greater independence and employability can be life-transforming for children and young people with SEN. 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.

- Section 7.37 SEND Code of Practice

'At each stage of their learning and development, early years settings, primary and secondary schools each need to prepare children and young people for the new responsibilities, new experiences, new independence and the new risks of the next stage: from a child learning to make choices about food and friends, to a young person making choices about education, training or employment beyond school.'

- Preparing for Adulthood Review Guide Whole School SEND

The SEND Code of Practice states that everyone working with children and young people with SEN or disabilities across education (including early years, schools, colleges and 16 to 19 academies), health and social care, should support children and young people with SEN and disabilities to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation.

This links very closely to Priority 5 of [South Gloucestershire's Strategy for Children and Young People 0-25 with SEND](#).

What does preparing for adulthood (PfA) from the earliest years mean?

The Special Educational Needs and Disability Code of Practice describes preparing for adulthood as preparing for:

- Higher education/and or employment
- Independent living

The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

- Participating in society
- Being as healthy as possible in adult life

This means from the earliest years all professionals working with children and young people should share high aspirations and help CYP achieve their ambitions. This work should centre around CYP's own aspirations, interests and needs, it should start as early as possible in order the CYP is able to develop the skills and knowledge they will need to have choice and control over their lives.

The CoP states that LAs must place children, young people and families at the centre of their planning and work with them to develop co-ordinated approaches to securing better outcomes, planning to anticipate their needs and ensure there are pathways into employment, independent living, participation in society and good health.

As a school how will we know we are successful?

- The school will have a culture of high aspirations for all CYP and gives a high priority to preparing them for adulthood.
- The school's strategic vision for preparing for adulthood is shaped by the views of CYP with SEND and their parents and carers.
- School leadership ensures that all teachers understand their responsibilities for preparing CYP for adulthood.
- School leaders promote a range of local partnerships and networks to support CYP's progress towards PfA outcomes.
- The school critically analyses and reflects on the outcomes, achievements and destinations of CYP with SEND, to inform the development of PfA.
- The school/setting works closely with CYP and their parents and carers to ensure a smooth transition between key stages and into adulthood.
- The school/setting critically analyses and reflects on the views and experiences of CYP with SEND and on those of their parents and carers, to inform the development of PfA.

As an LA how will we know we are successful?

- The number of CYP with SEND engaged in education, employment and training increases year on year
- EHC plan for young people aged 14 and above reflect aspirations for future education training and employment and there are clear actions to support them achieve their aspiration

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- There is an increased uptake of college courses and employment-based training programmes (including apprenticeships) for young people ages 16-19 with SEND
- There will be effective services and provision to enable young people to remain within their communities and transition smoothly into adult services

Further advice and guidance

Whole School SEND: Preparing for Adulthood Review Guide:

<https://www.sendgateway.org/r/preparingforadulthood.html>

Nasen: Supporting transition between schools:

<https://nasen.org.uk/uploads/assets/d120f943-7f8b-48c6-bc5b0d2ab448c54d/transition.pdf>

Council for Disabled Children: Self-assessment tool centred on person-centred practice:

<https://councilfordisabledchildren.org.uk/help-resources/resources/progress-preparing-adulthood>

The government's Careers Strategy, published in December 2017, and statutory guidance for school leaders and school staff, published in January 2018, sets out the plan for building a high-quality careers education, information, advice and guidance systems that will help all young people to achieve. This practical guide provides clear advice on how all schools and colleges can help young people with special educational needs and disabilities transition into work. Locally the Careers Hub, based at the West of England Combined Authority (WECA) provide support for schools and colleges, including support for special schools and specialist providers:

<https://www.westofengland-ca.gov.uk/skills/ean/>

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/the_send_gatsby_benchmark_toolkit_v2.pdf