



Preparation for Adulthood Toolkit





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Foreword

Slough Borough Council believes that all young people with Special Educational Needs (SEND) should be happy, safe, loved and thriving. Ensuring that they are confident and well prepared as they move into adulthood is a key part of this belief. This toolkit includes a range of information to support this journey as well as identifying where additional support can be found. The document builds on the aspirational document "Capturing the Journey" and is designed to work alongside our Preparation for Adulthood Strategy.

We are determined that all our children and young people with SEND will approach adulthood with the same hopes and goals as their peers: to value education, to work, to make friends, to be full participants in their community and, most importantly, to be happy.

This toolkit will help to ensure that the choices they make about their future are well-informed and ambitious. It will encourage them to discuss their future with friends, family, school staff and other professionals, to give them helpful information and make the steps to achieving their targets clearer. These conversations should focus on what they would like to achieve by considering what they are interested in, enjoy doing and are good at.

The SEND Code of Practice makes it clear that talking to young people about their journey into adulthood should start as early as possible and well before age 13. While they are then entitled to support up to the age of 25, many will then need continuing support from adult services. This toolkit will inform and support conversations between young people, their families and professionals ensuring that all opportunities are identified and considered. The focus is on making the journey to adulthood as smooth as possible by focusing on four key pathways: employment or further education; health needs; community and relationships; and achieving independence.

"There is no gateway to maturity; there is no line that is crossed. Maturity is like a maze, one path leading to another; it is like a great building full of corridors, one turning into another."

Mignon G Eberhart (American author)



Sue Butcher
Executive Director for Children's Services



Cllr. Bedi
Lead Member for Children's Services

Introduction

Moving from childhood to adulthood is a very exciting time in a young person's life but it can also be a very nerve-wracking time. There are many things to consider, where to go to college or further education, occupational or employment opportunities, having friends and a social life, where to live in the future, how to access benefits as well as being healthy and remaining active.

This document will provide you and your parents/carers with quality information about all the steps that you will take through your transition.

Together we have created a document which will provide information on the support and services we can offer you and your family to get the right information at the right time, focusing on your future and your aspirations and to help staff within all agencies to understand how best to do that.

'Our priority is to support you and the people who are important to you to ensure that you have a smooth transition into adulthood.'

SEND Code of Practice 2015

'Being supported towards greater independence and employability can be lifetransforming 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.' (SEND Code of Practice 7.37)

Starting early

'When a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them'. (SEND Code of Practice Chapter 2015 8.5)



Pathways



Employment/Further Education



Community and Relationships



Health



Independence

These four key pathways are interlinked and reflect the intentions of the 'Every Child Matters: Change for Children' publication in 2014 where the intention was for a proactive, not reactive community which supports children and young people with special educational needs and disabilities to transition into adulthood, maximising their opportunities and allowing them to realise their dreams and aspirations as much as is possible.

From the earliest of years, we should be considering how we can support our children and young people in the four above areas and to do this successfully it requires bringing together a number of key players around the table. These should include, however are not limited to, education, health, children and adult social care, housing, youth justice, police, faith groups, parent carers and most importantly, the children and young people themselves.

The PSHE (Personal Social Health Education) curriculum covers a multitude of educational materials which help to support our learners as they develop into adults. Resources include everything from health, money, the world around us, relationships as well as specific content to support our learners with SEND. The majority of this curriculum is now statutory and entitled Relationships and Education at KS1 and KS2 and Relationships and Sex Education at KS3 and KS4 (RSHE/RSE). Statutory core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World' provides a platform for preparing all of our children and young people for adulthood. By providing children and young people with a comprehensive and high quality PSHE programme which covers economic wellbeing, careers and enterprise education throughout their educational journey links into the PFA pathways.

An overview by age

Early years providers and schools should support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another (for example, from nursery to primary school). Maintained nurseries and schools must ensure that, subject to certain conditions, pupils with SEN engage in the activities of the nursery or school together with those who do not have SEN, and are encouraged to participate fully in the life of the nursery or school and in any wider community activity.' (SEND Code of Practice Chapter 8.6)

Within the early years setting children should be supported, via the early years foundation stage statutory framework, in their independence, their learning skills and their soft skills. They should be supported to learn about themselves and encouraged to explore themselves and to be enabled to be 'a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.' (Early years foundation stage statutory framework effective 4 January 2024). When we see children in the home corner dressing up as police or fire service persons or nurses or teachers this is already the time for us to be capitalising on those early career conversations.

Once a child begins primary school the PSHE curriculum covers many aspects of preparing for adulthood indirectly. In addition, the Careers and Enterprise Company offer an introduction to primary career-related learning. They have recently launched a Department for Education backed Start Small: Dream Big pilot. The 'Raising Aspirations' programme run by Positive Footprints is designed to give children the skills they need to lead positive lives. Helping them to 'build resilience, increase confidence. Engage with lessons, develop self-belief, develop employability skills, increase self-awareness, raise aspirations and open up the world of work.' [Primary - Positive Footprints](#). All key skills to prepare for adulthood.

From Year 7 schools should be using the Gatsby Benchmarks to inform the careers discussions that they offer to all young people including those with SEN(D). Careers Education Independent Advice Guidance (CEIAG) is a statutory requirement from years 7-13, regardless of whether a young person has SEND. Careers discussions and PSHE lessons and all parts of the school day should support every child and young person to prepare for adulthood and should be adapted to meet all and every individual need and/or disability.



Children and Young People with EHCPs

Preparing for Adulthood Reviews (year 9 upwards) must have a focus on support and options that are available to each young person as they move into the next phase of their lives and it should be the golden thread following on from their aspirations and how they can be supported to realise these, The SEND Code of Practice states that;

'Local authorities must ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning must be centred around the individual and explore the child or

young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition. Local authorities should ensure that children and young people have the support they need (for example, advocates) to participate fully in this planning and make decisions. Transition planning must be built into the revised EHC plan and should result in clear outcomes being agreed that are ambitious and stretching and which will prepare young people for adulthood.' (SEND Code of Practice 2015 8.9)



What do we want and need advice and support with?

According to the four pathways and according to our different ages:

Employment/Further education



- Show me/model the different types of work people do
- Help me to understand my interests and the things I am good at in and out of school and link these to types of jobs
- Provide me with opportunities to communicate in different ways appropriate to my needs
- Understand how to take turns in conversations and to initiate a conversation
- Understand how to use basic mathematics to support me practically and/or in exams
- Understand how to use a range of ICT equipment (laptops, phones, tablets)
- Support me to be organised for different occasions
- Know the importance of attention and concentration
- Know the importance of following relevant and appropriate instructions
- Be supported to create a vocational profile
- Recognise my own skills and qualities
- Participate in visits to colleges and workplaces
- Understand the need to be resilient in new situations (college/employment)
- Recognise what transferable skills I have
- Provide me with the opportunities to have structured careers conversations
- Understand the benefits of being in employment (financial and social)
- Explain to me the different opportunities I have when I leave school
- Support me to make the right choices when choosing my exams
- Have high aspirations for myself and my future
- Be supported to apply for appropriate college courses
- Know how and where to look for different types of employment
- Participate in mock interviews
- Know how to write a CV
- Mental Capacity Assessment.

Health



- Ensure I receive all of my immunisations and check ups
- How to show somebody that I am in pain
- Provide me with a healthy diet
- Dental checks
- Support me to communicate I am in pain and where I am in pain
- Know who to tell if I am unwell or worried
- Help me to understand and manage my feelings and emotions
- Manage my personal hygiene and routines
- Manage any medications and how to request them
- Teach me how to call for the appropriate help (111/999/GP/Dentist/Optician)
- Help me to understand about healthy living (exercise and diet)
- Support me to understand about puberty
- Support me to learn about legal and illegal drugs and smoking
- Check to see if I should be added to the learning disability register (age 14/15)
- Annual Health Checks for those eligible (from age 14)
- Ensure I understand about safe and healthy sex
- Mental Capacity Assessment.

Community and Relationships



- Give me opportunities to play with peers
- Let me attend nursery school
- Take me to places where I will see other people, i.e, the park
- Encourage me to join out of school and in school activities
- Encourage me to go to parties
- Encourage me to socialise with family and friends
- Help me to make and maintain friendships and relationships
- Understand and know how to resolve conflict within relationships
- To know the difference between right and wrong and understand consequences
- Help me to understand my faith and participate in it if I have one
- Discuss the importance of safety online and in the community
- Have a basic understanding of the emergency services
- Know when and how to report incidents to the emergency services
- Understand the justice system
- Understand how to vote and its importance
- Support me to understand about appropriate and inappropriate relationships
- Ensure I understand about safe and healthy sex
- Mental Capacity Assessment.

Independence



- Support me to use the toilet independently
- Support me to dress/undress, tie my shoe laces
- Help me to understand how to be safe in the community and online and why it is important
- Support me to understand finances, money and bank accounts
- Know how to pay for things using different means
- Support me to understand the Lifeskills I will need to be independent in the home (using a washing machine, vacuum cleaner etc.)
- Understand how to follow a recipe and know how to cook
- Be supported to learn how to travel independently (where possible) and the range of options
- Understand and recognise dangers in the home and community and how to react to them
- Understand how to make my voice heard and how to do this appropriately
- Be able to make plans and keep them
- Support me to understand housing options
- Consider applying for Access to Work and/or Disabled Student Allowance
- Support me to understand how to budget
- Support me to understand how to access any relevant benefits I may be eligible for
- Understand pay checks, tax and pensions
- Mental Capacity Assessment.

Where to go for help, advice, support and information

General

[Slough Information and Services Guide \(sloughfamilyservices.org.uk\)](http://sloughfamilyservices.org.uk)

[Slough Information and Services Guide | Slough Special Educational Needs and Disabilities \(SEND\) Local Offer \(sloughfamilyservices.org.uk\)](http://sloughfamilyservices.org.uk)

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk) (SEND Code of Practice)

www.legislation.gov.uk/ukpga/2014/23/contents/enacted (Care Act 2014)

www.legislation.gov.uk/ukpga/2014/6/contents/enacted (Children and Families Act 2014)

www.legislation.gov.uk/ukpga/1996/56/contents (SEND Regulations)

www.gov.uk/equality-act-2010-guidance#equalities-act-2010-legislation (Equalities Act 2010)

[Council for Disabled Children](#)

[Mental Capacity Act 2005: An easy read guide \(careengland.org.uk\)](http://careengland.org.uk)

[Deprivation of Liberty Safeguards - Slough Borough Council](#)

www.legislation.gov.uk/ukpga/2008/23/contents (Children and Young Persons Act 2005)

[Young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk) (Society and Culture services)

[Children Act 1989: transition to adulthood for care leavers - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Advice and Support for LGBT people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Disability rights: Overview - GOV.UK \(www.gov.uk\)](http://www.gov.uk) (Disability Rights)

www.sloughsendiass.org.uk

Employment

[Home page | Primary Schools Toolkit \(careersandenterprise.co.uk\)](http://careersandenterprise.co.uk)

[Contact Jobcentre Plus: How to contact Jobcentre Plus - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Supported internships - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training

[Home - DFN Project Search \(Supported Internship Programme\)](#)

www.legislation.gov.uk/ukpga/2009/22/contents (Apprenticeship, Skills and Learning Act 2009)

[Skills for Life www.skillsforcareers.education.gov.uk/pages/skills-for-life](http://www.skillsforcareers.education.gov.uk/pages/skills-for-life)

www.gov.uk/disabled-students-allowances-dsas/overview

Health

[Learning disabilities - Annual health checks - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Slough Community Directory - Activities and services to keep Slough residents fit and healthy \(sloughhealth.org\)](http://sloughhealth.org)

[Home: Frimley HealthierTogether \(frimley-healthiertogether.nhs.uk\)](http://frimley-healthiertogether.nhs.uk)



Community and Relationships

[Home - Together as ONE](#)

[Online safety | Guidance and resources | NSPCC Learning](#)

[Relationships and sex education \(RSE\) resources for schools | NSPCC Learning](#)

[Ramgarhia Sikh Gurdwara Slough - Ramgarhia Sikh Gurdwara Slough \(rsgslough.com\)](#)

[Slough Mosque Islamic Trust - Jamia Ghausia Masjid & Islamic Centre \(sloughislamictrust.org.uk\)](#)

www.pecs-unitedkingdom.com/

Independence

[Housing info Search - Slough Borough Council](#)

[SEND Transferable Skills Lesson | Barclays LifeSkills](#)

[Independent travel training | Contact](#)

[Benefits - Council services contact details - Slough Borough Council](#)

[Access to work: www.gov.uk/access-to-work](http://www.gov.uk/access-to-work)

[Slough's youth offer - Slough Borough Council](#)

www.learningdisabilityengland.org.uk/news/latest-news/renting-your-own-place/

[Young people's service - Slough Borough Council](#)



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References

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[Home page | Primary Schools Toolkit](#)
(careersandenterprise.co.uk)

[Primary - Positive Footprints](#)

[CDI Framework - Career Development Institute](#) (theccdi.net)

[About NDTi - NDTi](#)

[Planning PSHE education](#) (pshe-association.org.uk)

[Search](#) (pshe-association.org.uk)

[Independent review of careers guidance in schools and further education and skills providers - GOV.UK](#)
(www.gov.uk)

[1051_SEND Gatsby Toolkit Refresh V8.pdf](#)
(careersandenterprise.co.uk)

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