

What is Preparing for Adulthood?

Preparing for adulthood aims to provide children and young people with a range of skills and experiences to promote the best possible outcomes in adulthood in relation to:

- Employment
- Independent living
- Friends, relationships and community
- Good health

Transitions and Careers Co-Ordinator

Our school transitions and careers co-ordinator (Phil Lovett) will be available to provide information regarding options for the future. He will both support teachers prior to EHC meetings, and, where required, be available to attend meetings to offer information.

Year 7

In Year 7 pupils will begin to be encouraged to think about what they would like to do in the future. Things such as:

- Jobs, further education and training
- Independent living and where they want to live
- Accessing interests and hobbies
- Ensuring health needs are fully met

This information will provide a starting point for their Preparing for Adulthood in Year 9. Opportunities will be provided through the Careers curriculum which will allow pupils to consider options for the future.

Year 9

To try and help young people and their families through the process of deciding what to do after school, the Government has introduced what is called Transition Planning. This will take place during EHCP reviews from Year 9 onwards. This pulls together the views of a range of people about the plans for transition to adult life and will form the Preparing for Adulthood document.

The purpose of transition planning is to ensure that:

- Each young person experiences smooth and timely support to prepare for adulthood so that they are supported to meet their outcomes appropriately
- Each young person is involved in the process, contributes their views and wishes, and has as much choice as possible about the future outcomes they hope to achieve and how they will be supported in this
- The parents or carers of each young person are involved in the process as partners, and have clear and early information about how the transition process works and what the options may be for the young person
- Adult services receive sufficient advance notice of young people whose needs they will be responsible for meeting, so that financial, and other considerations can be made

Prior to the meeting the class teacher will complete pupil views *including the questions on the Preparing for Adulthood*. Parents will also have the opportunity to complete their views.

If involvement is required, the transitions worker will be introduced and share information about work experience, support from NCC, Post 16, college and Apprenticeships. This will include options for provision other than Ash Lea and the importance of registering for a transition worker.

Year 11

This meeting is to find out what skills and aspirations the young person has – the plan should be written so that it provides sufficient information to develop an offer at Post 16.

It should include

- Information about the young person's physical needs (if any)
- Information about the young person's academic achievements and academic aspirations
- Information about the young person and parents' aspirations for the future

It is not an expectation that the child continues at Ash Lea. Opportunity must be given for parents to gather information about other providers. This meeting should be run by the teacher as part of the EHC. The meeting should highlight the aspirations of the young person and parents, while being realistic about any issues that they may face.

Year 13

This meeting will focus on Life after Ash Lea. The transitions worker will give information about options for further education, college, apprenticeships and day services. It will consider skills they have gained (including accreditation) and what else is needed in their final year to ensure they are prepared for life after Ash Lea.

This PFA should look like an application for next steps, including:

- Strengths and skills
- Areas to develop in the next year
- Aspirations for independent living, jobs, colleges and well-being.

This meeting should be held near the beginning of the year so that the young person and parents are aware of the opportunities available. If required, the EHC/transitions meeting should be a joint meeting with the transitions worker (Phil Lovett) and the class teacher. The meeting will be the final EHCP at Ash Lea and include input from all involved professionals. The EHC and the PFA should be clear and concise, and include sufficient information to support the young person's move onto their next destination.