

Preparation for Adulthood: High Aspirations Through All Stages of Education

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East of England and North East London
20th October 2021

Funded by



Department
for Education



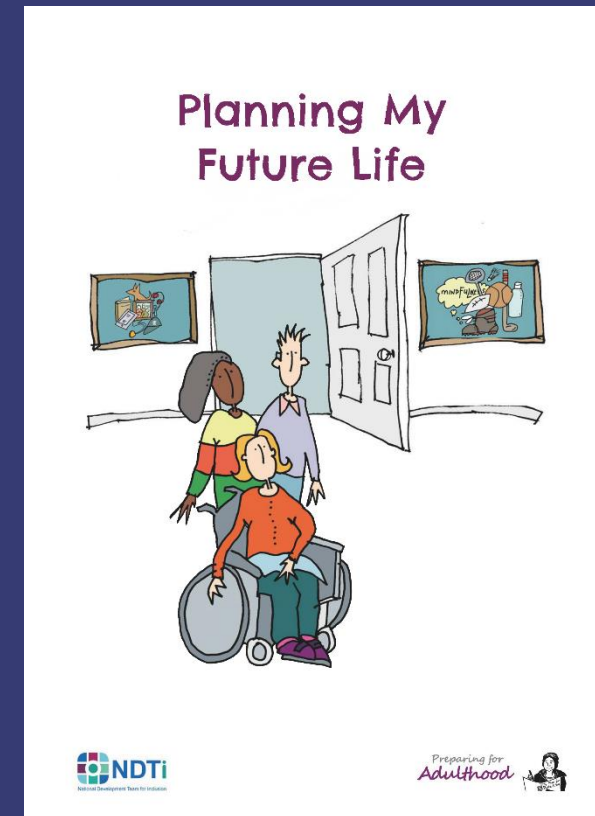
nasen
Helping Everyone Achieve 

Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision



Whole School SEND Webinar

Julie Pointer and Linda Jordan – NDTi

20th October 2021

Preparing for Adulthood

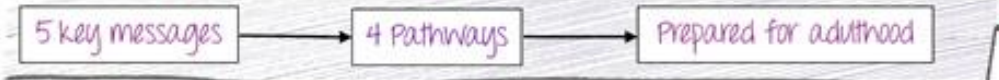


- **Preparing for Adulthood** is a programme based on the evidence of what works to support children and young people to have good lives and to move into adulthood with jobs, independence, friends and good health
- This must begin in the early years as this is when the foundations are laid for the rest of life



- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Preparing for Adulthood



Employment

Independent living

Community Inclusion

Health



0 ----- 5 ----- 10 ----- 15 ----- 20 ----- 25



SEND Code of Practice
2015
Chapter 8
Preparing for
Adulthood from the
Earliest Years

Why the pathways are important

- They enable us to remember that children and young people with SEND have the same aspirations, needs and rights as all young people
- They help us to remember what a good life is for all young people
- They help us to find out about the child or young person's aspirations
- They help put the right support in place
- They help us to develop education targets that link to life outcomes and take the young person towards their aspirations



PfA Outcomes across the age ranges

Things to remember

- Personalise the outcomes according to aspirations – leading to an as independent a life as possible
- Children and young people develop at different rates
- Each new age/stage continues to develop and build towards adult life
- Framework can be used to develop new plans including SEN support plans and at review meetings
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age
- Promote a focus on outcomes that are transferable to the real world
- Share the framework in the Local Offer and support parents and young people to understand them
- ‘making choices’ and ‘managing change’ all applicable to all four PfA outcomes.



Early Years 0-4



Employment	Friends, Relationships and community	Independent Living	Good Health
Following instructions – consider needs around sensory impairment/autism	Making friends – circles of friends	Feeding and drinking	Checks at birth (hearing etc)
Adapting to new environments	Social interaction	Toileting	Diet and food variety
Playing with other children	Visits and day trips	Real world play (kitchens, DIY, cleaning etc.)	Development checks at 2
Real world play nurse/doctor etc.	Generational norms	Washing and getting dressed	Immunisations
		Making choices	Knowing what's ordinarily available

Primary reception Year 2 Key Stage One 5–7-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Numeracy	Team playing	Washing / brushing teeth	Child obesity checks
Real world visit: Fire Station, Farm, Hospital	After school clubs and weekend activities groups	Telling the time	Diet – making healthy choices
Conversations like <i>“what do you want to be when you grow up?”</i>	Developing friendships / friendship groups	Playing in shops	Dentist and opticians
Meeting role models			Immunisations
			Exercise and sport

Primary Y3 to Y6

Key Stage Two

8- to 11-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Talk about different careers and education options	Youth and after-school clubs	Sleep-overs and residential trips	Managing minor health needs e.g. asthma
Access to career related role models	Learning to be safe on and offline	Cooking at school and home	Immunisation
Start to build a personal profile of interests and ambitions	Knowing the local area – community connecting	Understanding money – paying for snacks in school	Understanding how to stay healthy
School sessions from visitors on their careers	Walking short distances alone	Shopping	Articulating pain/health problems
	Friendships and understanding bullying	Moving around the school independently	Understanding puberty
	Managing change	Travel training, transport and road safety	

Secondary Y7 to Y11

Key Stages 3 & 4 11–16-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Subject option choices	Making decisions on using free time	Travel training	Sex and relationships education
Exploring different careers	Managing social media	Making decisions regarding money	Immunisations
Thinking about Higher Education - transitions	Staying safe online	Making own food	Managing more complex health needs
Structured careers sessions	Belonging to groups	Socialising unsupervised in community	Using the GP – including annual health checks
Planning for employment	Friends and relationships	Independent living skills	Mental health and wellbeing
Work experience – after school and Saturday/holiday jobs	Resilience and mental wellbeing		Drug and alcohol education
Vocational options			Being healthy online
Continue to build vocational profile			

Post-16

In schools and post-16 providers

16–19-year-olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Build on vocational profile	Developing new friendships and relationships	Managing bills (e.g., mobile phones)	Taking responsibility for health appointments - GP
Employment pathways: Apprenticeships Traineeships Supported Internships	Managing your time	Managing potential income such as benefits	Managing own health
Further work on academic and vocational qualifications	Staying safe in the community	Actively planning for future living arrangements, knowing what your options are	Health transitions
A levels and planning for Uni	Understanding drugs and alcohol	Mental capacity and decision making, understanding consent	Staying physically healthy and active
CV writing	Volunteering	Managing your time	Understanding relationships including sexual relationships, choices, staying safe
Skills for applying for jobs	Knowing your rights	Support from adult social care	
Broader support from LA	How to get help		

Post-19 19-25 year olds



Employment	Friends, Relationships and community	Independent Living	Good Health
Consolidate or finish formal learning	Understanding the local offer	Arranging potential independent / supported living options	Managing own health
Adult education/community learning	Developing and maintaining friendships and relationships	Planning other living arrangements	Transition to adult health services – GP, CAMHS to AMHS etc.
Completing outcomes in EHC plan		Understanding correspondence/bills etc.	
Knowing how to get support from Job Centre Plus post education	Volunteering	Study programme to include independent living skills	
Paid work or HE	Accessing adult social care	Short breaks to support independence	
Understanding benefits			



Preparing for Adulthood from the earliest years Employment The evidence of what works

- Disabled adults who are working to provide inspiration and role models
- Good welfare rights advice available
- Careers advice (Gatsby standards)
- Intentionally plan from year 9
- EHC plan to include aspirations about employment
- Develop a vocational profile
- Supported employment expertise to support young person
- Work experience while still at school
- Curriculum to support planning for employment
- Use all available resources to support employment activity
- Place and train model works



Supported Employment



Vocational Profile

Your name:

Name of Job Coach:
(or person helping you now)

Date profile started:

1: BACKGROUND INFORMATION

NAME

Name:

DOB

Date of Birth:



Address:



Mobile phone number:



Home phone number:



Email address:



Who do you live with?



What school do you or did you go to?



What college do you or did you go to?



Have you got any qualifications or certificates?



Which benefits do you get?



Who would you call in an emergency?

2: MORE ABOUT YOU.



What is your first language?
Do you use other languages?

Yes No
Give more information here



Tick the things that you use

a desktop computer a laptop
 an ipad a tablet
 a mobile phone



Do you use words to speak?

Yes No
Give more information here



Do you use signs?

Yes No
Give more information here



Do you use an electronic communicator?

Yes No
Give more information here



Do other people support you to communicate?

Yes No
Give more information here



Do you read words?

Yes No
Give more information here

Do you read symbols?

Yes No
Give more information here





Do you use pictures?

Yes

No

Give more information here



Is there anything else that is important to you about your communication?

3: WHAT DO YOU ENJOY?



What are your interests and or hobbies?



What do you enjoy doing at school or college ?



What do you enjoy doing outside of school or college?



Do you like being outdoors a lot or do you prefer to be indoors mostly?

Outdoors

Indoors

Give more information here



Are there things that you do at school, college or outside that you don't enjoy?

Give more information here



Are you an early morning person or better later in the day?

Please choose one

Please choose one

4: THINGS YOU MAY NEED SUPPORT WITH AT WORK.



Do you take any medication?

Yes

No

If so what do you take?

Can you take your own medication

Yes

With some help

No



Do you have any behaviours that people need to be aware of and what triggers these?

Yes

No

This is what people need to know about my behaviour:



Do you have any difficulty with: (Tick the ones that apply to you)

Standing for a long time

Sitting for a long time

Walking

Kneeling

Lifting

Carrying

Using your hands

Balance



Do you have any issues with the following: (Tick the ones that apply to you)

Allergies

Sight

Hearing

Smells

Taste

Touch

Being in crowded places

What needs to be in place to keep you healthy and safe?



5: WHAT OF THE FOLLOWING ARE IMPORTANT IN YOUR LIFE?



Diet:



Clothing:



Festivals and holidays:

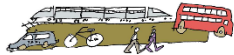


Religious observations:

Anything else?

6: HOW DO YOU TRAVEL?

Choose from the drop down list:



Bus Please choose

Train Please choose

Car Please choose

Cycle Please choose

Taxi Please choose

Walk Please choose

Comments

Have you had any support to travel as independently as possible?

Yes No

Give more details here



7: HOW DO YOU USE MONEY?

Types of money

Cash Please choose

Card Please choose

Choose from the drop down list

Cashpoint Please choose

Phone or online banking Please choose



Anything else regarding money?

8: HOW DO YOU TELL THE TIME?



Tick the boxes that apply to you.



Other people make sure you know the time and get where you need to be.

You use your phone to tell the time

You use a watch

You understand 24 hour way of telling the time

You understand the 12 hour clock way of telling the time

Are there any other support needs to tell the time?

9: THINKING ABOUT GETTING A JOB AND PLANNING YOUR CAREER

What jobs do people you know do?

Create a list here:

At school or college have you visited a work place?

Yes No

If so what did you enjoy and find out?

Tell us more about your visits:

Have you done work experience?

Yes No

Tell us more about your work experience:

If so what was your work experience and how did you find it?



Have you done some volunteering? If so where was this and how was it?

Yes No

Tell us more about your volunteering:

Yes No

Have you done a Supported Internship? If so where was this?

Tell us more about your Supported Internship:

Yes No

Tell us more about your paid work:

Have you done any paid work?



If you have done work experience, volunteering or paid work, what support did you get?

The support I got was...

10: PLANNING FOR YOUR JOB AND CAREER



Have you thought about the kind of job you would like when you leave education? If so what ideas do you have?

Yes No

Give more details here



You may be thinking about being self employed. These are the kind of things people do who work for themselves:

Tick the ones that interest you

- Recycling Dog walking Performing arts
- Training other about disability equality
- Selling jewellery and accessories
- Doing cosmetic parties

My other ideas are...

11. OTHER THINGS THAT ARE IMPORTANT TO YOU ABOUT GETTING A JOB OR ABOUT IDEAS YOU HAVE FOR YOUR FUTURE CAREER?



Have you ever thought about what your dream job may be? If so what is it? Or maybe you have lots of ideas. Can you share them?

My dream job would be...

I would like this dream job because...



Anything else?



Preparing for Adulthood from the earliest years Independence and independent living

- Support independence and having a voice from the earliest years
- Person-centred planning
- Young people benefit from advocacy, communication passports, decision making agreements, technology, peer support
- Equality Act and the Mental Capacity Act as well as what is positive and possible
- Curriculum to support young people to find out about housing options – choosing where to live and who to live with
- Support young people to have time away with other young people
- Information about housing and support options from at least year 9
- Young people and families to know what is positive and possible - meet adults to provide inspiration and role models
- Welfare benefits advice
- Ensure the local housing strategy includes people with significant disabilities





Preparing for Adulthood from the earliest years friends, relationships and community

- Think about friends from the earliest years
- Set up and support circles of friends
- Workforce to be more aware of the importance of supporting friendships for motivation and learning
- Use available resources to support friendships and community participation
- Ensure the Local Offer is inclusive
- Student forums to include young disabled people
- Use Inclusion Web
- Travel integral to all planning
- Curriculum to include the tools of keeping in touch
- Support adult relationships
- Focus on the things that are important to all young people





Preparing for Adulthood from the earliest years Health

- Shared vision and action plan with NHS services – and joint commissioning
- Health needs to be clearly included in plans – physical, medical and mental health needs
- Have communication passport and decision-making agreements in place for young people with limited verbal communication before they leave school
- Young people and families to know how the NHS services work between age 16 and 25 – discharge times , responsibilities for referrals and equipment
- Professionals planning and working together – for example CAMHS and adult mental health services
- Resources used to support staying healthy (short breaks at the gym!)
- Universal health services are inclusive – Local Offer
- Clear information for young people and their families available from year 9





Linking aspirations, needs,
outcomes and provision
The Golden Thread

What is an outcome?

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





Employment

Aspiration

When I leave education, I want to work

Outcomes

By June 2021 I will have identified which of my interests I would like to base my work experiences on and these will be recorded in a vocational profile

By July 2022 I will have completed two work experiences based on my vocational profile



Employment

Steps

- Identify who will complete vocational profile with the young person
- Plan work experience (during year 10) and identify any potential opportunities through networks of family and friends
- Complete work experience (during year 11)
- At year 11 annual review plan post 16 study programme and in particular the work experience element of the study programme
- Teacher to share her literacy, numeracy and language targets with job coach so that her targets can be built into developing her work experience



Employment

Education, Health and Care Targets

- When working on the vocational profile, s/he, will choose from three photographs from relevant work settings, when asked questions about their interests and hobbies
- S/he will co-operate for one hour a week with a job coach or tutor to complete a vocational profile
- The support needs for doing work experience will be identified with input from an occupational therapist





Friends,
relationships and
community

Aspiration

To have friends, be part of my community and have people who can help me have fun and get what I want in life

Outcome

By December 2021, I will be going out with friends at least twice a week. We will be going to things like the gym, swimming, walking, going to the cinema, music events or a club



Friends, relationships and community

Steps

- Identify the barriers to social relationships
- Complete a relationship circle
- Identify young people with similar interests (at school, in the family or community)
- Identify possible support for doing things together (personal budget, organised support, current provision)
- Identify activity most likely to be successful
- Plan activity
- Do activity
- Review



Friends, relationships and community

Education, Health and Care Targets

- S/he will be able to identify other young people that they know from school and elsewhere using photographs by pointing on request (teacher/TA with advice from speech and language therapist)
- S/he will be able to self-regulate when engaging in the above activity (strategies suggested by psychologist/occupational therapist)
- S/he will use their personal budget to recruit a personal assistant who shares their interests and who will be able to support the social activities



Some useful links

- <https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocational-profile.htm>
- <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/key-topics-to-cover-at-annual-reviews-from-year-9-2019---word-version.htm>
- <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/year-9-annual-review-guide.htm>
- <https://www.preparingforadulthood.org.uk/downloads/pfa-self-evaluation-tool/post-16-audit-tool-updated-2021.htm>





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- [Twitter - @PfA_Tweets](https://twitter.com/PfA_Tweets)





**CENTRES FOR
EXCELLENCE IN SEND**

Preparation for Adulthood in Further Education

ELAINE DALE CITY COLLEGE NORWICH

About ETF – Education & Training Foundation

Gateway <https://www.excellencegateway.org.uk/>

SEND home page <https://send.excellencegateway.org.uk/>

SEND Centres for Excellence <https://send.excellencegateway.org.uk/centres-for-excellence>

Three colleges leading on workshops, webinars and activities:

People

led by Weston College

Curriculum

led by Derby College Group

Community

led by Norwich College.

Employer Spokes

to compliment
the three
Centres for
Excellence

Leadership Hub: Strategy Discussion with the CEO

The CEO's and Principal's of the ETF colleges have set aside some peer one to one time for leaders to discuss strategy in creating a culture of inclusion

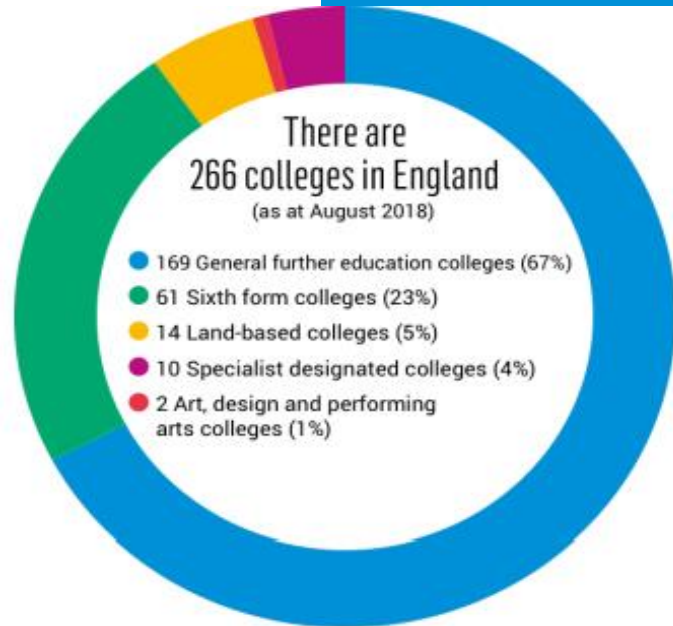
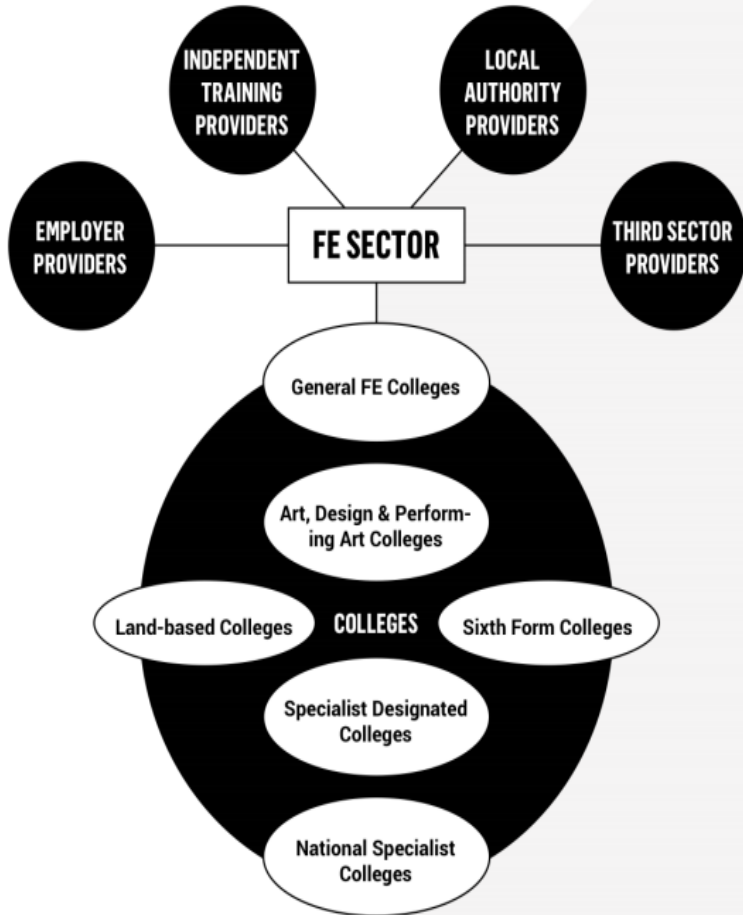
Dr Paul Phillips CFESEND@Weston.ac.uk

Mandie Stravino CFESEND@Derby-college.ac.uk

Corrienne Peasgood CfESEND@ccn.ac.uk

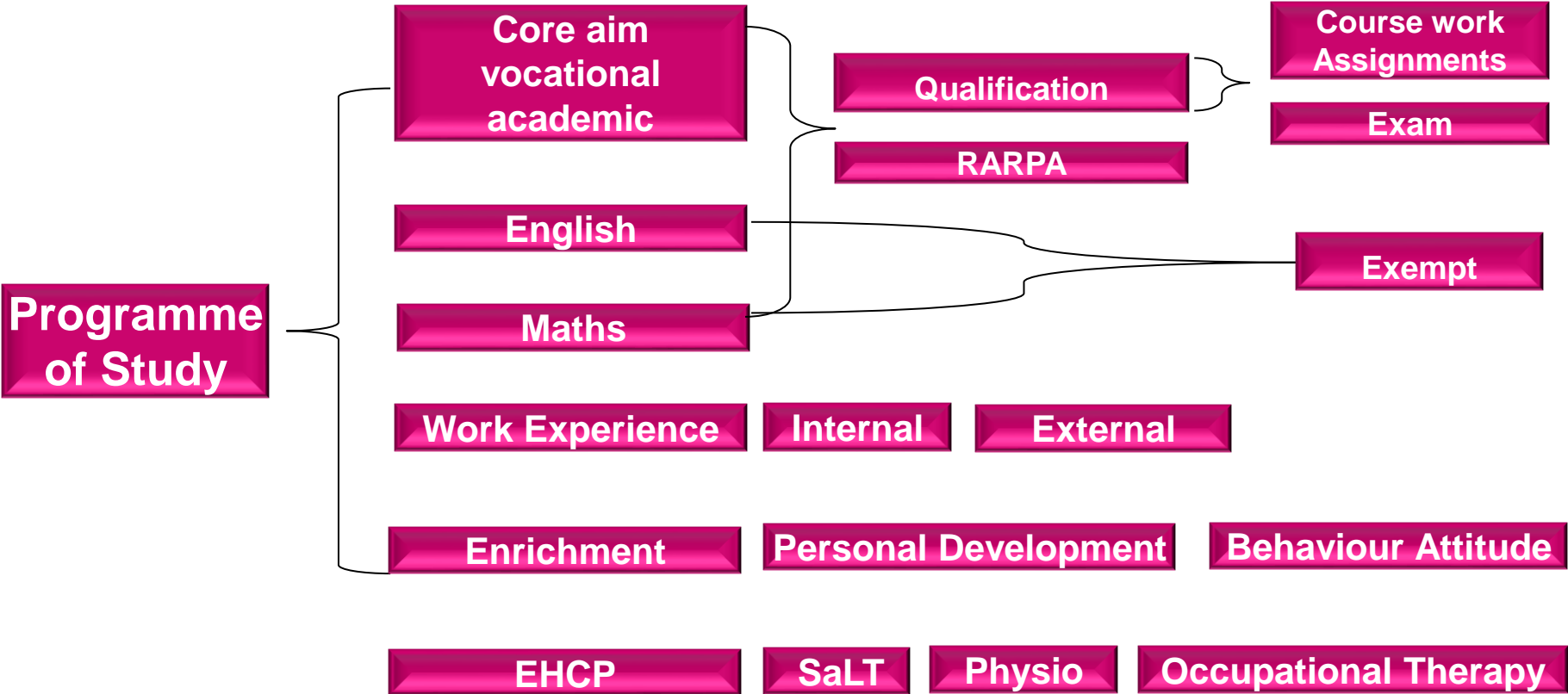
**How might we work better together
to secure futures for our children
and young people?**

Further Education Guide

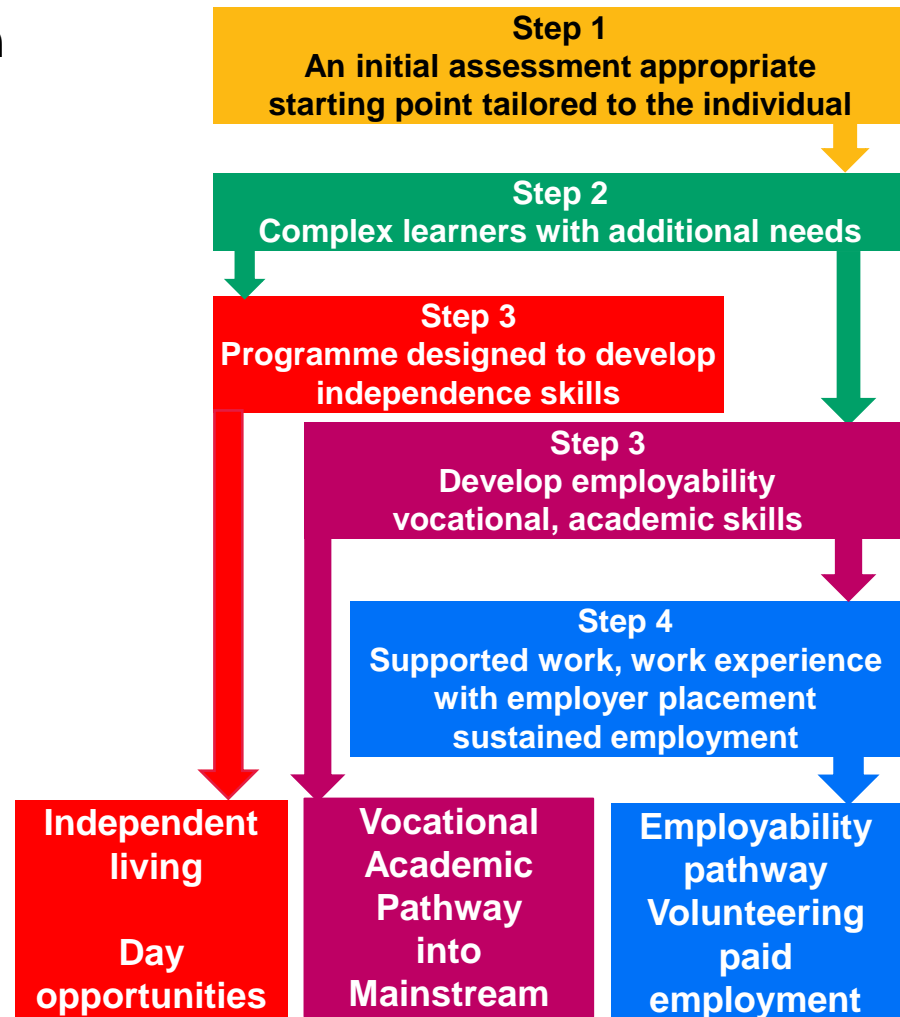
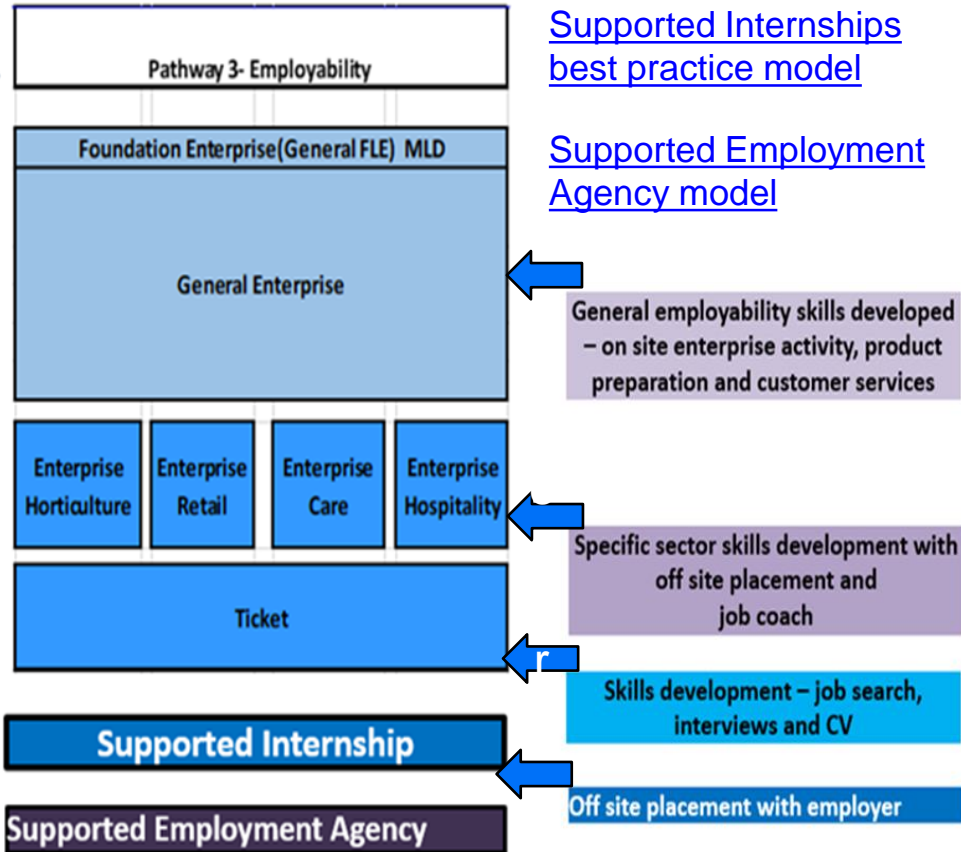


SO WHAT IS THE FE SECTOR?
A GUIDE TO THE FURTHER EDUCATION SYSTEM IN ENGLAND

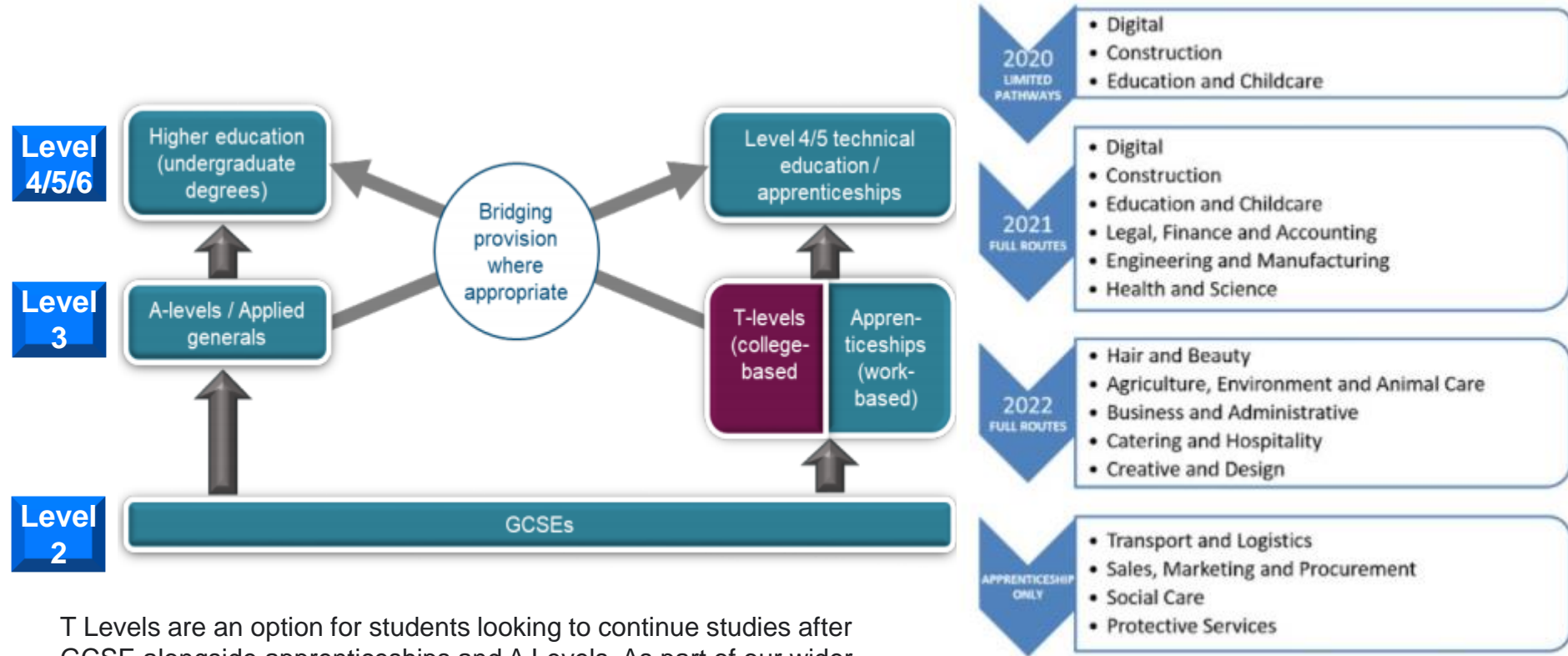
Further Education Programme of Study (PoS)



Pathway planning for entry level provision



Apprenticeships, Technical ‘ T’ level and HE



T Levels are an option for students looking to continue studies after GCSE alongside apprenticeships and A Levels. As part of our wider reforms we are also reviewing qualifications at Level 3 and below to help streamline qualifications available to students at post 16.

Options, facilities, skills

- Large range of courses, many unique
- A Levels
- T Levels technical programmes
- Vocational programmes
- Targeting hard to reach professions and universities
- Specialist provision for SEN students
- Investment in industry standards facilities
- [Aviation academy](#)
- [Digi Tech](#) [Digital Skills](#)
- Working with employers industry standards
- [New Anglia Local Enterprise Partnership](#)
- Employers [inclusive induction](#)



Education Inspection Framework in FE

Inspected on Intent,
Implementation and Impact of:

- 16- 18 year olds
- Adult learners
- Apprentices
- Learners with High Needs
- Behaviour and Attitudes
- Personal development
- Leadership and management
- Safeguarding



- Strategic Framework
- Culture
 - Ways of Working
 - Team working
 - High expectations
- Culture of Excellence
- Students
- Sustainability
- Community, Employers and Stakeholders



Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

Employment

Independent living

Community Inclusion

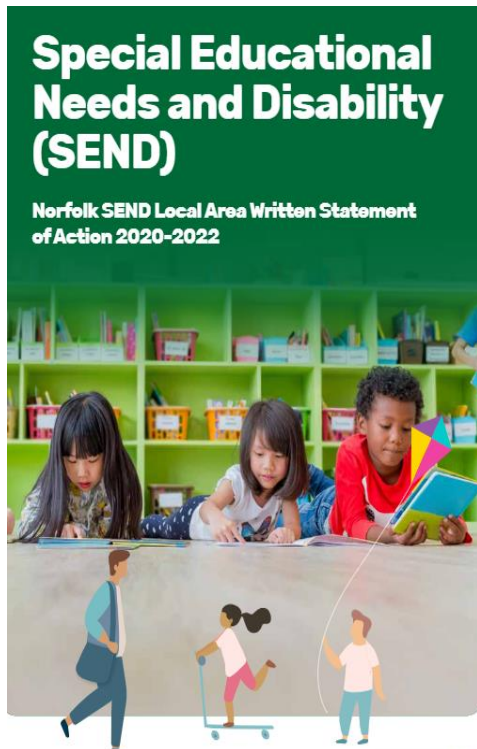
Health



- Pathway planning
- Skill development
- Accessing the community
- Transition between steps
- Progression
- Employability

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

Norfolk - Local Authority Written Statement of Action



[Written Statement of Action \(norfolk.gov.uk\)](https://www.norfolk.gov.uk)

Norfolk Area Special Educational Needs and/or Disability (SEND) Strategy

Updated spring 2021



[Norfolk SEND Strategy](#)

Priority 1 - Working together with children and young people with SEND

Priority 2 - Improving what is in place for families and professionals to support children and young people with SEND

Priority 3 - Communicating the SEND services and support available in Norfolk

Priority 4 - Preparing young people for adult life

Norfolk - Local Authority commitment

What will the future look like?

"listening to children, young people and their families... supporting inclusion, meeting needs and changing lives together"

means that...



Everyone is committed to working together



Children and young people (CYP) are supported locally



CYP are ready for education, training and/or employment



Services gather feedback and explain what they will do to improve



Services respond to the changing needs of CYP with SEND



Three new specialist schools are opened and existing special schools have more places



Over a hundred new learning places are created in our specialist resource bases



Settings have the resources to meet needs



Information is co-produced, accurate and reliable



EHCPs are always high quality and within the required timescale



Settings confidently identify needs at an early stage



Settings have an inclusive culture, supporting CYP and their needs

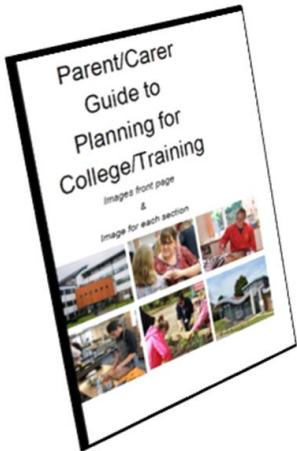


CYP feel confident to aim high and have ownership of their future



Improved quality and sufficiency of placements for looked after children with disabilities

Norfolk - Local Authority and our commitment, planning guide and college guide



Colleges/training and courses – where to find information

Visiting colleges/training – open events and individual visits

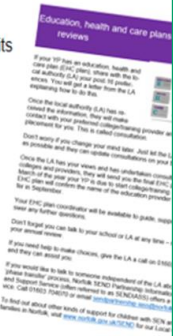
Applications

Education Health and Care plans

Visits and tasters once a course is agreed

Getting ready for college/training

Next steps



Things to know before you arrive

We are sure your YP has started to prepare for college. This guide is to help with planning and to tell you about college.

Use the note sections for important things to remember

Please be aware of the words we use at college such as:

- Application – a paper or electronic process. To show your interest and intention.
- Enrollment – You need to enroll to confirm your place. Some courses ask you to confirm before the start of college day to enroll, but some do not and is the same time as your first day at college.

We will tell you when to attend for enrollment and the first day by letter. If you are on holiday when enrollment happens, let us know to hold your YP's place.

- Visits and/or Tasters – This is like 'transition' and for your YP to get to know us and for us to get to know your YP.
- Induction – This always happens on the first week of college, and sometimes the YP timetable is different for the first week because of induction activities.

If you need help get in contact with us, using the telephone numbers listed throughout. Phone number 01603 773 311 or contact your YP's tutor or SEN department called Curriculum Services SEN@ncc.ac.uk or call 07767 664 498.

Term Dates 2020/2021

Autumn Term
 Mon 7th Sep 2020 - Fri 23rd Oct 2020
Half Term: Mon 26th Oct - Fri 30 Oct
 Mon 2nd Nov 2020 - Fri 18th Dec 2020

Spring Term
 Mon 4th Jan 2021 – Fri 12th Feb 2021
Half Term: Mon 15th Feb - Fri 19th Feb
 Mon 22nd Feb 2021 - Friday 29 Mar 2021

Summer Term
 Mon 12th Apr 2021 - Fri 28th May 2021
Half Term: Mon 31st May - Fri 4th June
 Mon 7th June 2021 - Fri 9 Jul 2021

Number of days at College

College courses normally run over 3 days, but this varies depending on the course.

Your YP will have a main course which could be a practical in a workshop and other lessons called theory in a classroom.

Some courses are in the same room or different rooms.

Your YP will also have math and English on their timetable. Some YP take a qualification and others learn math and English skills without a qualification. This is dependent on ability and is in addition to the main courses.

There is a lot of planning to prepare timetables, and these vary depending on the demand of courses and whether lots of YP apply or not.

Some timetables are set as early as June before the September start and others are planned in August/September.

We do our best to give timetables to you and YP as early as possible as we know you need to plan transport and other activities when not at college/training provider.

Once the timetables has been planned, we will tell you which day the courses are on.

To find out which days your YP will attend college, call 01603 773 311 or contact your YP's tutor or SEN department called Curriculum Services SEN@ncc.ac.uk or call 07767 664 498.



Parent /Carer Guide to City College Norwich



Your YP's learning time is important. So, book your family holiday outside of term time dates.

CoP - Through shared experiences and feedback right time to review :

Too often the current system delivers poor outcomes, at high cost with poor experience of getting/offering help

We are not preparing children and young people with SEND well for adulthood, and too many parents feel they must battle to get support for their children, which favours those with the most resources and social capital

Mainstream schools and GFE colleges are unable to access the resources to meet needs quickly, meaning they escalate – becoming more expensive in the long run
The total high needs spending is growing fast, with no equivalent improvement in outcomes

Access to special school and college places can feel like a postcode lottery, with both the quality and the threshold for places varying

too little too late in PFA

- developing skills
- independence
- pathway planning
- accessing community

Fragmented even with EHCP

funding different FE

No SENCo

FE fund health services
specialist support

transition between stages
and next steps is difficult

The SEND Review vision - six principals

1. Putting children, young people and their families at the heart of the SEND system

2. Identifying need early and address them as soon as possible

3. Strong, clear expectations in school and colleges with high aspirations for children and young people with SEND

4. A fairer and faster EHCP process for meeting complex needs

5. High quality, affordable specialist provision that is sustainable for the long-term

6. A focus on preparing for fulfilled adulthood through every stage

A **sustainable** system where children and young people with SEND have **easy access** to the right support, at the **earliest opportunity**, so that they can live **healthy and fulfilled lives**

An outcomes framework so that preparation for adulthood begins from birth, with high expectations, including employment.

A greater focus on smooth transitions from school to college, and to HE or employment.

Improved support to young people with SEND to develop the skills to live independent lives. Find routes into work through supported internships and local SEND employment forums.

**How might we work better together
to secure futures for our children and young people?**

[Slido](#) preparing for adulthood in FE Oct 20 2021 #451 456

Join at
slido.com
#451 456





**CENTRES FOR
EXCELLENCE IN SEND**

CFESEND@CCN.AC.UK

#SENDinFE

Thank You

**slides and resources
will be sent out**

How might we work better together to secure futures for our children and young people?

- There's a real fear amongst some parents that PfA means stripping services from their child, recognise that we all want the same positive outcomes so we need to beware to not work in silos
- EHC Plans that have PfA woven into them so outcomes start from early years!
- Systems and services work efficiently and consistently
- Exploring options and normalising its ok to not know what you want to do
- Ensure that schools don't use level of need as an excuse for not providing high quality careers advice and work experience.
- Be mindful of the language we use and the impact this can have
- Student voice is key throughout and they need to be heard!
- It's important to think about accessibility of information for all parents especially those from minority groups.
- Promoting this theme - starting from foundation stage and making PfA a golden thread through everything
- Knowing what is out there and sharing information. Quality conversations with young people.
- Working in multi-disciplinary ways
- Inclusive education
- Start early and don't take no for an answer
- Spend time asking them for their aspirations
- Early planning
- Co-production
- Start with this being a key part of the national curriculum from statutory education age as a minimum
- I think information sharing is vital and planning for this carefully so it's not left to chance
- Inclusion

nasen

Helping Everyone Achieve



Thank you for attending!

- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- Sendgateway.org.uk
- Nasen.org.uk
- @wholeschoolSEND
- @nasen_org

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Sign up to receive our monthly e-newsletter!

Monthly updates on all our events, new resources and other useful information:

<https://www.sendgateway.org.uk/user> →
Communication Preferences

Additional Links and Useful Info:

- [SEND Code of Practice](#)
- [Gatsby Benchmarks for Good Career Guidance](#)
- [NDTi Outcomes Across the Age Ranges](#)
- [NDTi Vocational Profiles](#)
- [NDTi Person-Centred Planning](#)
- Recorded nasen webinars on implementing new RSHE curriculum for students with SEND – [Primary](#) and [Secondary](#)
- [British Association for Supported Employment \(BASE\)](#)
- [RARPA \(Recognising and Recording Progress and Achievement\)](#)
- WSS Spring Webinar Series – [Beyond the School Gates: Exploring Opportunity and Aspiration into FE and Beyond](#)

Upcoming WSS Events

- **Practical Strategies for Supporting SLCN**
- **Early Identification and Intervention**
- **Developing an Inclusive, Accessible and Ambitious Curriculum**
- **Working with Parents, Carers and Families**
- **The Inclusive Classroom – Primary and Secondary**
- **Getting to Grips with Great SEND Governance**
- **Leadership of SEND**

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to info@wholeschoolsend.com.

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

www.youtube.com/c/WholeSchoolSEND



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Please get in touch if you are struggling to locate any of our resources.

info@wholeschoolsend.com



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