

Preparation for Adulthood: High Aspirations Across All Stages of Education

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Elaine Dale, ETF and City College Norwich
17th November 2021

Funded by



Department
for Education



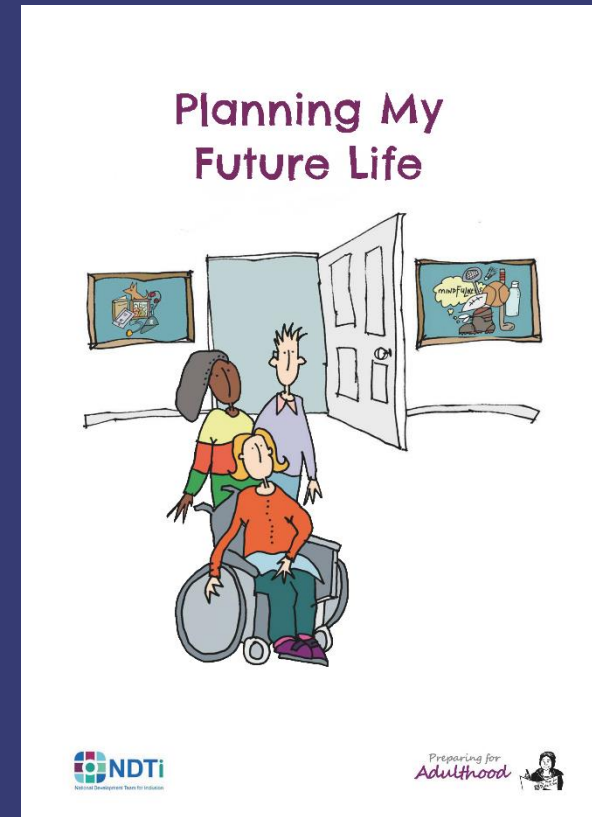
nasen
Helping Everyone Achieve

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

17th November 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



Preparing for Adulthood

5 key messages

4 Pathways

Prepared for adulthood

Employment

Independent living

Community Inclusion

Health

Personalise
your
approach

Develop a
shared vision

Improve
post-16 options
and support

Raise
aspirations

Plan services
together



Preparing for
Adulthood





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



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

Raising Aspirations



https://www.youtube.com/watch?time_continue=2&v=howckmS4aLM&feature=emb_logo

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 Key Messages

- Disabled children need ordinary lives
- Disabled adults who are working to provide inspiration and role models – families need to know what is positive and possible
- Intentionally plan from the Earliest Years – if we get planning right from the start it will support greater pathways
- EHC plan to include aspirations
- Think about supporting social relationships including friendships from the earliest years – circles of friends
- Think beyond Service Land
- Set up and support circles of friends





Preparing for Adulthood from the earliest years Key Messages

- 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
- Support independence and having a voice from the earliest years
- Person-centred planning
- Just enough support
- Support for health delivered in a way that enhances independence and inclusion





Friends, relationships and community

Aspiration

To have some friends at nursery including some special friends.

Outcome

By April 2022, she will have been invited to Birthday parties and to play with one of her friends after school.





Low Hill Nursery



SEND Review update



- Letter from minister Will Quince to parents and carers of children and young people with SEND
- New review steering group set up and will be looking to publish proposals in first quarter of 2022



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**

Preparing for Adulthood High Aspirations through Early Years

ELAINE DALE, CITY COLLEGE NORWICH

In this session we will reflect an explore impacts:

1. Education Training Foundation – SEND Centres for Excellence
2. EYFS and PfA from the earliest years in practice
3. Our approaches to graduated approach and minimum standards
4. SEND review and time to reflect
5. How we can work effectively together to achieve outcomes
6. Join the Leadership Hub and Communities of Practice in SEND

ABOUT ETF – EDUCATION TRAINING FOUNDATION

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

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

Three colleges leading on our Community of Practice:

People led by
Weston College –

How to ensure organisations take care of their staff and all learners with a particular focus on their mental, social and emotional needs.

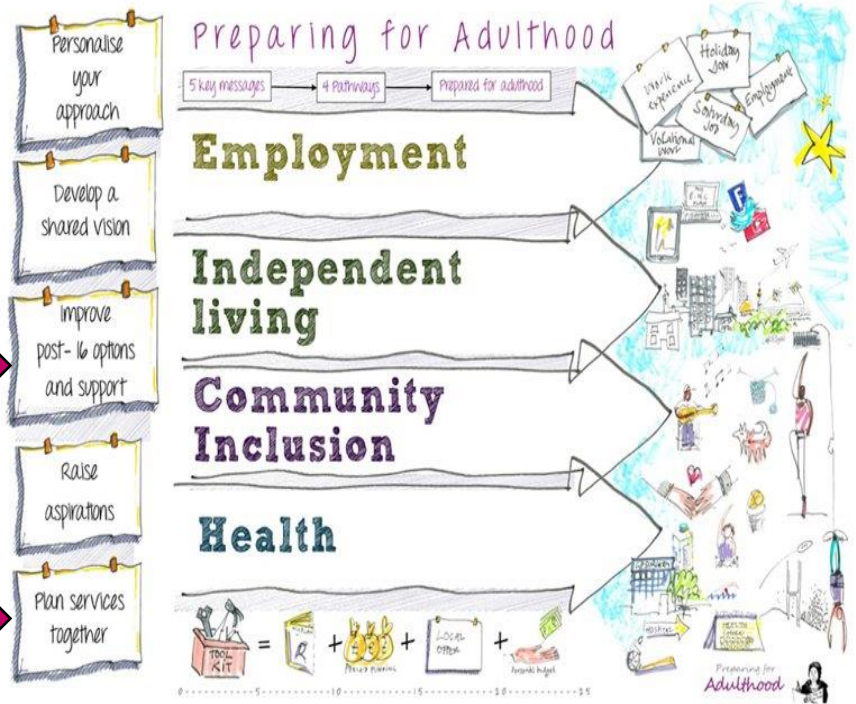
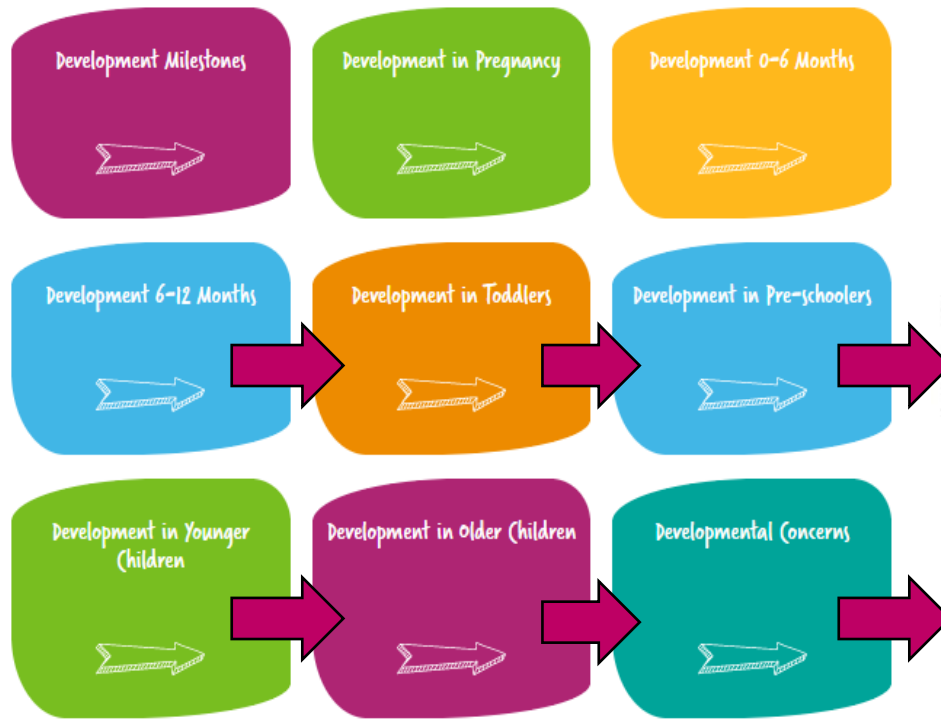
Curriculum led by
Derby College –

How to ensure organisations develop the curriculum with a clear purpose so learners with SEND are enabled to achieve, exceed potential and meet their aspirations.

Community led by
City College Norwich –

How to ensure that learners with SEND are progressing into and being present within communities who recognise and embrace their potential.

PfA from the earliest years- development stages schedule of growing skills



Children's Starting Points and future successes

The framework states:

- Cultural capital is the essential knowledge that **children need to prepare them for their future success**. It is about giving children the **best possible start** to their early education.
- As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to **enhance the experience and opportunities** available to children, particularly the most disadvantaged
- Some of our children arrive at our early years setting **with different experiences** from others, in their learning and play. What our setting does, through the EYFS curriculum **and interactions with practitioners make a difference to children**.
- It is the role of our setting to help the **children experience the awe and wonder** of the world in which they live, through the seven areas of learning
- We recognise that all children are likely to **learn at different rates** and to require different levels **and types of support** from us to succeed
- Staff are skilled and will act if there are concerns about a child's development
- Work alongside parent/carer's for the best interests of their child.



EYFS Curriculum in practice in our nursery

Intent create an enabling environment filled with awe and wonder.

Implementation staff to observe, have quality interactions, challenge thinking and provide teachable moments.

Impact children are engaged, interested and learning can take place.

The Early Years Foundation Stage states: “**Practitioners must consider the individual needs,** interests and stage of development for each child in their care and **MUST** use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development.”

- This statement fits perfectly with the way we implement our curriculum. **We treat each child as an individual,** we work alongside parent/carers to plan opportunities for children which will allow them to achieve their best.
- Our provision is set up to ‘**spark interest**’ and encourage children to access all seven areas of learning.
- We use ‘**In the Moment**’ planning which allows child-initiated learning to take place by providing an enabling environment filled with opportunities/experiences that are based around the child’s interests.
- Staff interact to create meaningful ‘**teachable moments**’ by asking open ended questions that stimulate thinking eg; what will happen if.....? how could we make that work.....? What do you think will happen?



Tracking Progress and Assessment - 7 areas of learning

The EYFS is clear that the only mandatory assessments are the Reception Baseline Assessment
The Early Years Profile and the 2 year Progress Checks.

We do, however, complete an **On Entry Assessment** when the child has been with us for 4 to 6 weeks.

On Entry Tracker: Key: **ON TRACK** – **EMERGING**

Name of Child:		Autumn – Sept 2021 DOB: in <u>mths</u> :	Spring – Jan 2022 DOB: in <u>mths</u> :	Summer - April 2022 DOB: in <u>mths</u> :
Prime Areas of Learning				
Personal, Social and Emotional Development	Self Regulation			
	Managing Self			
	Building relationships			
Communication and Language	Listening, Attention and Understanding			
	Speaking			
Physical Development	Gross Motor Skills			
	Fine Motor Skills			
Specific Areas of Learning				
Literacy	Comprehension			
	Word Reading			
	Writing			
Mathematics	Number			
	Numerical Patterns			
Understanding the World	Past and Present			
	People, Culture and Communities			
	The Natural World			
Expressive Arts and Design	Creating with Materials			
	Being Imaginative and Expressive			

What's do you think the approach to graduated support should be?

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#052 915



Graduated approach

All children are likely to learn at different rates and to require different levels and types of support from teachers to succeed

Seeking to understand the child's differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching

Adapting teaching in a responsive way, including by providing targeted support to children who are struggling, is likely to increase success

Flexibly grouping children within a class to provide more tailored support can be effective, but care should be taken to monitor its impact

Children with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential

All children

- underpin baseline expectation
- what children can expect and access
- differentiated and tailored approach
- adaptive teaching
- inclusive quality teaching, learning and assessment
- inclusive teaching plan

Some children

- personalised adjustments
- will need tailored support
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding
- greater stretch

Few children

- additional adaptive support
- teaching assistant
- out of class intervention
- specific resources/ technology

Thinking of minimum standards and a graduated approach:

- To deliver the minimum standard of support provided for learners with SEND, what level would be needed for this to be successful?
- What solutions and enablers the SEND review would need to consider, to make this work for everyone?
- What is reasonable for any setting?

What we know

- Funding and workload is significantly challenged, and partners are fulfilling their duties on 'must', and not the 'should' within the CoP
- Better if settings were more expert in identifying and supporting needs, so that needs didn't require an EHCP

What's do you think the approach to graduated support should be?

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SEN and disability in early years



SEN and disability in the early years:
A toolkit

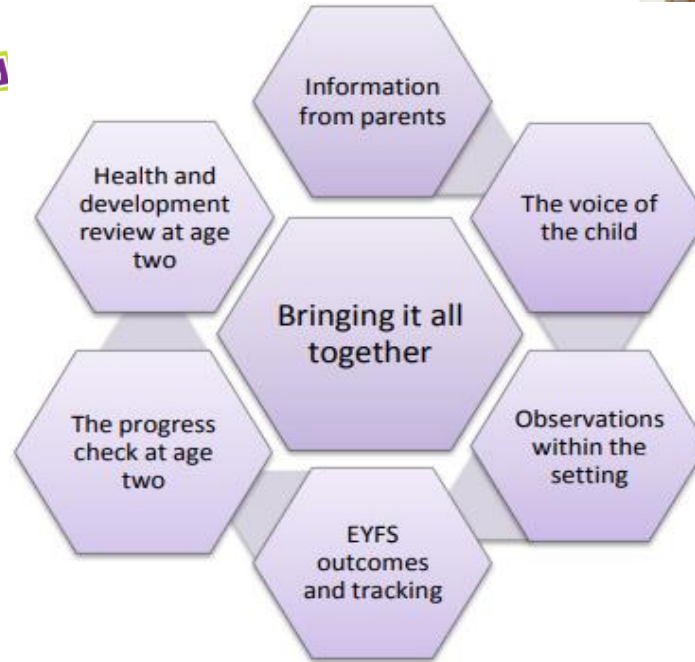


Toolkit

- First concerns, a holistic approach
- Information from parents
- The voice of the child
- Observations within the setting
- EYFS Outcomes and tracking
- The progress check at age two
- Health and development review at age two
- Bringing it all together
- Deciding whether a child has SEN

Consider:

- How well does the setting gather information through the different routes?
- How well does the setting bring the information together and analyse it?
- How well does the setting manage conversations with parents and the decision-making process?



SEN and disability in early years and our approach

Special education – provision we expect

Provision Expected at SEND Support

SEND CoP and getting support



Does my child/young person need a diagnosis to get support?

NO – The SEND Code of Practice section 6.44 says:

‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.’

The law is based on need and not diagnosis.

MORE VIDEOS

What's non-negotiable and needs to feature in SEND CoP review ?

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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

[New DfE SEND advisor group to deliver review 'at pace' | Tes](#)

The SEND Review vision - six principals

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

2. Identify 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.

What the vision means in practice:

<p>early identification of SEN</p>	<p>Make better use of existing screening checks to flag potential needs early. The EY workforce have the skills they need to support and can have access to specialist advice and support. Parents get access to advice and help and know where they can go for more support</p>	<p>DFE are working with DHSC, NHS England and Public Health England to expand data-sharing approaches so that DfE can identify and meet need earlier</p>
<p>SEN support for mainstream and GFE</p>	<p>Teachers are confident in meeting the needs of learners with SEN and can explain to the child/young person (and their family) what support they can offer. In schools, they will draw on SENCO expertise. There is clarity on what additional support should be ordinarily available and how it is arranged.</p>	<p>DfE are exploring how to develop the workforce and SENCO role to improve teacher confidence and get quicker access to more specialist support.</p>
<p>EHCP process</p>	<p>Children and young people who need support that goes beyond what is ordinarily available can apply to have their needs assessed by the LA. There is standard process wherever you are in the country, which is transparent for parents and families. Health and social care needs are assessed in a timely fashion and are accountable for their contributions</p>	<p>DfE want to streamline the current EHCP process, and consider the scope</p>
<p>SEN local provision</p>	<p>Specialist settings are available close to home for those children and young people who need them, including specialist units in mainstream schools, special schools, AP and SPIs work with mainstream schools/GFE colleges to support children to stay in mainstream where possible.</p>	<p>Better strategic planning with management of special provision with groups of LAs brought together to manage registered provision including general FE effectively</p>
<p>Residential commissioning</p>	<p>Residential placements are only used where completely necessary, with a focus on keeping children and young people as close to their homes and communities where possible and appropriate. Education, health and social services work together to make sure the right mix of provision is available across a locality.</p>	<p>DfE want to explore the best way to commission high cost, low incidence provision.</p>
<p>PfA Framework 0-25</p>	<p>Young people have meaningful pathways planned early on, which guide them to further education and employment (and/or adult support services). Improved data sharing across schools, colleges and employers improve transitions so that the right support is in place.</p>	<p>DfE work to put in place a common outcomes framework to support independence in adulthood from the beginning and look to expand pathways into employment.</p>

[Hanging by a thread: How the system is failing SEND children \(schoolsweek.co.uk\)](https://schoolsweek.co.uk)

Schools Week found Ofsted has completed 16 [local area SEND inspections since May](#). Inspections had been on pause because of the pandemic.

Of the eight areas visited for the first time, seven were told to produce a written statement of action because of “significant areas of weakness in the local area’s practice”.

Another eight councils already found to be failing were revisited. Just two of those had made sufficient progress in all their areas of weakness.

More councils failing

Youngsters wait years for help

Too many children reach crisis point

Children discharged without support

What's non-negotiable and needs to feature in SEND CoP review ?

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Feedback – how might we work better together?



- Accessible information for families about what support is available to enable aspirations to be realised
- provide a range of opportunities and experiences to the young person so they have a wider knowledge of possible futures and careers
- Having high aspirations for all CYP
- There's a real fear amongst some parents that PfA means stripping services from their child



- EHC Plans that have P4A woven into them so outcomes start from early years!



- recognise that we all want the same positive outcomes so we need to beware to not work in silos,
- Systems and services work efficiently and consistently
- Exploring options and normalising its ok to not know what you want to do



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Feedback – how might we work better together?



- 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



- Promoting this theme - starting from foundation stage and making PFA a golden thread through everything
- Inclusive education



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How might we work better together?

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CfE and your next steps

Leadership Hub: Strategy Discussion with the CEO

The CEOs and Principals 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

Communities of Practice:

Open to anyone working in Education and Skills with an interest in improving experiences for learners with an inclusion need (SEN). The focus of the CoPs is to share and identify effective practice and to work collaboratively as a community of professionals to address challenges

People CFESEND@Weston.ac.uk
Curriculum CFESEND@Derby-college.ac.uk
Community CfESEND@ccn.ac.uk

SEND –Communities of Practice- What's coming up

23rd November

[Co-creation with local authorities, parent/carers and learners with SEND](#), (webinar), CfE in SEND (community), 3.00pm - 4.00pm

24th November

[The alternative classroom](#), (webinar) CfE in SEND (People) 4.00pm - 5.00pm

1st December

[Wellbeing@Weston](#) , (webinar), CfE in SEND (People) 4.00pm - 5.00pm

15th December

[Preparing learners with SEND for university](#), (webinar), CfE in SEND (People) 4.00pm - 5.00pm

19th January

[Beyond the school gates: Exploring opportunity and aspiration in FE and beyond](#), 3.45pm - 5.00pm

[Leading SEND, Sharing our Trauma Informed Approach - focus group](#)

17th January

[Webinar 1 - Bravery – Creating the Space – 2022](#) 12.30pm - 1.30pm

[Webinar 2 - Listening – The gift of curiosity in leadership](#) - 31st January 12.30pm - 1.30pm

[Webinar 3 - Self-care – Authenticity and Celebration](#) – 14th February 12.30pm - 1.30pm

February/March

[Trauma informed leadership](#), (webinar) Case study and conversation with Dr Paul Phillips CfE in SEND (People)



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CFESEND@CCN.AC.UK

#SENDinFE

Thank You

slides and resources will be shared



Thank you for attending!

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- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: info@wholeschoolsend.com
- [Sendgateway.org.uk](https://www.sendgateway.org.uk)
- [Nasen.org.uk](https://www.nasen.org.uk)
- [@wholeschoolSEND](https://twitter.com/wholeschoolSEND)
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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:

- [WSS PfAEY Review Guide](#)
- [NDTi PfA Outcomes Framework](#)
- [NDTi Low Hill Nursery Video](#)
- [NDTi Person-Centred Planning Tools](#)
- [ETF Centres for Excellence](#)

Upcoming WSS Events:

- **Practical Strategies to Support SLCN**
- **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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