

Preparing for Adulthood Reviews

**How to transfer statements and Learning
Disability Assessments to Education, Health
and Care Plans with young people aged 14 - 25**

This minibook outlines the process and format of a Preparing for Adulthood review. This review is a way to transfer statements and Learning Disability Assessments to Education, Health and Care Plans for young people with Special Educational Needs aged 14-25.

Person-centred Reviews were developed by Helen Sanderson Associates based on the person-centred thinking tools developed by the Learning Community for Person-centred Practices.
www.learningcommunity.us

The Preparing for Adulthood Review process was developed as part of the Department of Education guidance developed by Preparing for Adulthood and Helen Sanderson Associates.

For more information
helensandersonassociates.co.uk
preparingforadulthood.org.uk



helen sanderson
associates



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What information do we have? What else do we need?

Review existing information in the context of the A-K sections of the EHC Plan through:

- Existing files or records.
- Meeting with the young person and their family.

or

- Living Live.

Identify whether other assessments are needed and how this can happen in a co-ordinated and family-friendly way.

Check eligibility for a personal budget.

Who to involve and how

Information about who is currently providing support to the young person can be recorded in sections F-1 of the EHC Plan.

The relationship circle can be used to help the young person decide who to invite. This can include:

- Who the young person wants there.
- Who is important in the young person's life.
- Who needs to be there, for example, post 16 providers, people responsible for transition from Health and Social Care.
- If people cannot attend, arrange for their contribution to be included.

Arrange the date and time of the review with the young person and their family.

How to involve the young person

Supporting the young person to prepare for the review will provide information for section A of the EHC Plan.

- Complete communication charts or decision making agreements if required.
- Involve the young person in developing their own invitations. This can be done through the curriculum.
- Know how the young person wants to be supported during the review.
- Gather information with the young person about their aspirations, what is important to them, what best support looks like and what is working and not working from their perspective.
- This information can be used to develop the young person's one-page profile to share if they don't already have one.

How to involve families and other people

Supporting the family to prepare for the review will provide information for section A of the EHC Plan.

Support the family and others to gather information to bring to the review, which includes:

- Their aspirations for the young person.
- What is important to the young person now.
- What is important for the young person.
- What support the young person needs.
- What's working and not working from their perspective about; moving into higher education or employment, independent living, being part of the community and having friends and relationships, being healthy, other areas.

Make sure that people are familiar with the Local Offer and what is possible nationally.

Supporting professionals to prepare

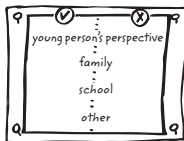
This is the information that the relevant professionals need to provide to share before the Preparing for Adulthood Review. Full assessments and reports can be included in section K.

- A clear statement of education, health or social needs.
- Any specific information to help people supporting the young person. From a professional perspective, what do support/teaching staff need to know or do? This will not be part of the EHC plan but will be part of whatever paperwork is used to help staff support the young person well.
- What is working and not working from their perspective around the PFA outcomes; moving into higher education or employment, independent living, being part of the community and having friends and relationships, being healthy, other areas.
- Their recommendations about outcomes and provision.

Creating a relaxed atmosphere

- Arrange to use a room where the young person feels comfortable.
- Make sure that you have enough time to set the room up before people arrive.
- Arrange communication aids and any resources such as photos, symbols, video.
- Prepare all necessary resources such as pens, flipchart, large pieces of paper.
- Gain permission, where necessary, to take photographs or video during the review.
- Agree ground rules with the young person and their family.

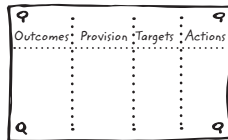
The Preparing for Adulthood review headings



What is working and not working from different perspectives?

About:

- Moving to higher education or employment
- Independent living
- Being part of community and having friends and relationships
- Being healthy
- Other areas



The Preparing for Adulthood review headings

Who's here?

This will illustrate who has contributed to developing the plan.

What we appreciate about the young person?

These descriptions can be used to inform section A of the EHC Plan and the one-page profile.

How this develops the Education, Health and Care Plan

The Preparing for Adulthood review headings

What are their aspirations for the future?

This will inform section A of the EHC Plan.

What is important now to the young person

This will inform section A of the EHC Plan and the one-page profile.

How this develops the Education, Health and Care Plan

The Preparing for Adulthood review headings

What is important for the young person (assessed needs)

This will inform sections B, C and D of the EHC Plan.

What does good support look like?

This will inform all sections around support and provision, as well as additional information for section K and the one-page profile.

How this develops the Education, Health and Care Plan

The Preparing for Adulthood review headings



This can inform many sections of the plan, for example, if there are questions about life aspirations, resources, issues or queries as well as addressing any statutory requirements.

How this develops the Education, Health and Care Plan

The Preparing for Adulthood review headings

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What's working and not working from different perspectives about:

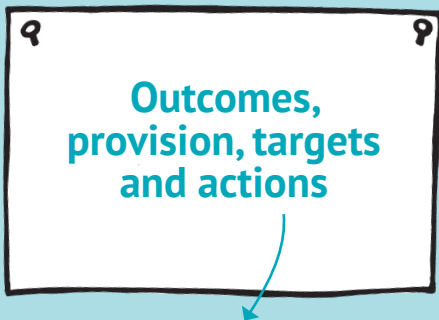
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- Moving to higher education or employment.
- Independent living.
- Being part of the community and having friends and relationships.
- Being healthy.
- Other areas.

This will provide information for sections A and E of the EHC Plan, but will also inform the sections about support and provision.

How this develops the Education, Health and Care Plan

The Preparing for Adulthood review headings



*This links directly to
section E of the EHC Plan.*

How this develops the Education, Health and Care Plan

Starting the meeting

Introduction

- Introduce yourself as the facilitator.
- Welcome people to the young person's review and ask them to introduce themselves and say who they are in the young person's life.
- Record this on the 'who's here' sheet.

Groundrules

- Explain and agree the groundrules with everyone.

Starting the meeting

What we appreciate about the young person

- Ask people to contribute this information in a way that the young person is comfortable with.

Explanation of process

- What will happen in the meeting.
- What the headings mean.

Sharing and recording information

Recapping on existing information

- Information that already exists through preparation may already be recorded under the headings.
- Review all information and check everyone agrees it is accurate.

Recording additional information

- Invite people to start writing on the flip charts to add to the information.
- Allow between 10-20 minutes for this.
- Ensure that the young person is supported.
- Ensure that the family is supported.

Outcomes and action planning

- Start with the aspirations and identify the outcomes that will move in this direction.
- Identify, prioritise and agree person-centred outcomes from the Preparing for Adulthood outcome areas.
- Identify potential provision to meet each outcome.

Outcomes and action planning

- Check the outcomes and provision.
- Do the outcomes and provision:
 - Prepare the young person for adulthood by making it more likely that they can live independently, have friends and relationships, be part of their community life, and have paid work?
 - Address the young person's needs?
 - Reflect what is important to the young person?
 - Help change what is not working?
 - Take the young person closer to their aspirations?

Outcomes and action planning

- Look at provision in the context of the personal budget if eligible.
- Create an action plan to deliver the provision and targets.
- Check if it is clear what is to be provided, by whom and how it will be delivered.
- Check if the targets are specific, measurable, and accountable and that they will support the young person to achieve their outcomes.
- Decide what else needs to happen to finalise the EHC Plan.
- Gather additional information or refer for further assessments if needed.
- Collect the data required for Working Together for Change.

Closing the meeting

- Make sure that everyone knows what the next steps are and how and when information from the meeting will be shared.
- Ask everyone in turn to share one thing they have appreciated about the meeting.

Agreeing the Education, Health and Care Plan

- Finalise the provision to meet the outcomes with the young person and their family.
- Consult with the young person, family and others who have contributed and/or will be responsible for provision.
- Agree the final EHC Plan.

Annual review of the Education, Health and Care Plan

This process can also be used to review the EHC plans. This means looking at what is working and not working in relation to the provision, targets and outcomes. At the review it will be clear which of the outcomes have been achieved or need to be changed in relation to the young person's aspirations.

helen sanderson
associates



www.helensandersonassociates.co.uk