



Progress in preparing for adulthood

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Checking your progress
in delivering personalised
support for young people in
transition

Acknowledgements

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It was developed by a group of family members, representatives from Pathfinders, and the PFA team.

Thank you to (to list the contributors)

We then consulted with a range of people across the country. Thank you to the following people who helped develop this by reviewing it and sharing their comments and reflections:

List the people who commented

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Forewords

Minister (Julie P/Nic arranging)

Young person (Julie P negotiating)

Family members, Deb and Katie

Introduction

Helen will write this and include why we wrote it, how to use it, and introduce the action planning and resources at the end.

Section 1

Develop a shared vision of improving life chances with young people, families and all key partners

- 1 All key partners, including young people and families contribute to the development the vision

Tick one box ✓

1	Different organisations have their own visions, but not one shared vision for young people. We don't know what the visions of other key partners are.	
2	We all know that we need to develop a shared vision, but we don't know how to go about doing this.	
3	We have started to engage with all partners, including young people and families, and have plans to develop our vision together. We plan to ensure our vision is clear, transparent and accessible.	
4	We have a co-produced vision, which is clear, transparent and accessible, but this has not yet been signed off by everyone.	
5	We have one vision for all young people. This has been designed and written by young people, families, key partners (strategic and operational), voluntary and community sectors. It is clear, transparent and accessible and has been signed off at the highest level by all key partners.	

- 2 Everybody knows 'what good looks like' in all areas of the shared vision

1	Everyone knows what the vision is, but not what good looks like.	
2	We know it would be helpful to be able to describe what good looks like in all areas of the vision, but we don't know how to go about doing this.	
3	We have started to collect some stories and examples of best practice to share with people.	
4	Everyone understands the vision and their role in delivering it. They know what best practice is nationally and locally, but we have no way of measuring current practice against this.	
5	Everyone who works with young people knows and understands 'the vision' and can tell you what it is and what their part is in developing it. They understand what best practice is and that performance is measured against this in supervision and appraisal.	

3 We have a common understanding of life chances – what they are and why it matters

Tick one box ✓

1	We have a vision, but there is little understanding about what life chances are or why they matter.	
2	We have begun to think about what life chances are and how we can describe and share this, but we don't know where to start.	
3	Everyone has a good understanding about what life chances are and why they matter. We have started to collect some local success stories to illustrate this.	
4	We are starting to think about how our vision impacts on the culture of the organisation, and we have a strategic plan in place to embed this, but this has not been fully implemented.	
5	This vision is embedded in the culture of organisations through recruitment, selection and supervision. Everyone knows why this matters and local stories about the achievements and successes of young people are widely shared. Everyone understands the impact of this on their work and works to improve the life chances of young people.	

4 Everyone is clear about their role in working towards the vision

1	We have not considered how our vision impacts on people's roles and responsibilities.	
2	We think it would be helpful to think about people's roles in relation to our vision, but we are not sure how to go about this.	
3	We have begun to talk with staff about their role in working towards the vision and to think about how we can record this.	
4	We are all clear about our role in working towards the vision, we have recorded this using the Doughnut tool. Some of our policies and procedures need updating to reflect this.	
5	We clearly describe our roles and responsibilities in relation to our vision, e.g. using the doughnut tool and share this with young people and families so that they are clear. Our policies and procedures reflect this.	

5 The vision influences the practice of all key partners

Tick one box ✓

1	We have a vision, but this has not been shared with all of our key stakeholders.	
2	We know that we need to share our vision, and have started to work with some key stakeholders to do this.	
3	We work closely with all key stakeholders at senior management level to implement our vision into practice.	
4	Everyone is clear about the vision and their everyday practice reflects this. We do not yet have a way of measuring how this supports young people to achieve their life outcomes.	
5	Our policies, procedures, documents and IT systems support the practice of all key partners in supporting young people to achieve a full life with paid work, good health, a place to live, friends, relationships and community inclusion. The quality of our practice is measured on this.	

Section 2

Raise aspirations for a fulfilling adult life, and share information about what is possible

1 Young people have high aspirations for their future

Tick one box

1 Young people do not know what opportunities are available to them, and tend to follow the same path as their peers in previous years.

2 Young people are starting to talk about their hopes and dreams for the future, but regularly this is seen as not possible and therefore not often acted upon.

3 Young people are well supported to know and voice their aspirations for their future. These are recorded in the Education, Health and Care Plan.

4 Young people have high aspirations for their future are starting to ask for some of the same opportunities as their peers without SEN / disability. These are recorded in their Education, Health and Care Plan.

5 Young people have high aspirations for their future and are asking for and expecting the same opportunities as their peers with no disability/SEN. These are recorded in their Education, Health and Care Plans, acted upon and success is measured.

2 Families and those who care for young people have high aspirations for young people from birth

1 Families and those who care are still hearing negative stories and have little or no aspiration for the lives of their young people. This still happens at birth and continues into adulthood.

2 Families are starting to hear what is possible for their young people through the sharing of local success stories.

3 Families are hearing positive stories about what is possible for young people, but aspirations are still low.

4 Families know what is possible for young people, and this is reflected in their aspirations for their young people. They are still not confident that their dreams will be listened to or acted upon.

5 All families are able to articulate their hopes and dreams for their young people confidently and know they will be listened to and their aspirations acted upon.

3 Communities have high aspirations for all young people and create inclusive communities

Tick one box ✓

1	Communities are not considering the aspirations of young people as this is seen as the job of services.	
2	Young people access specialist community provisions, but these do not reflect the aspirations of young people.	
3	Communities are beginning to listen to the aspirations of young people and there is a strategic plan in place to help make this happen more widely.	
4	We are starting to hear great stories about young people achieving, contributing and leading in their communities, but this is not happening for everyone.	
5	Young people are visibly contributing, achieving and leading in the community e.g. Scouts & Guides leaders, youth and faith leadership,	

4 Education providers have high aspirations for all children and young people

1	Education providers do not have high aspirations for children and young people.	
2	Some Education providers are starting to raise aspirations of some students, but the focus is on teaching skills and the National Curriculum.	
3	Education providers are starting to use the curriculum to discuss and promote aspirations with young people, and we are seeing some staff members who really understand the importance of this and are doing it well.	
4	Education providers use the curriculum to raise the aspirations of young people. We are still seeing this in only in subjects such as PHSE, and it is not consistent throughout the establishment. Some staff members see the importance of having high aspirations, but still see it as the role of others within the provision.	
5	Education providers actively raise the aspirations of children and young people. They have high expectations and drive young people to think creatively about their future. This is achieved by ensuring that the curriculum meets the aspirations identified by all young people and is evidenced in lesson plans. They also share the successes of local young people as well as those from other areas in the country. Staff members know the importance of having high aspirations for all young people, and this is reflected in the culture of the establishment.	

5 Those working with young people have high aspirations for them Tick one box ✓

1	We do not think that it is our responsibility to support young people to have aspirations. We only need to provide the support we are paid to provide.	
2	Those working with young people know that they should support them to have aspirations, but this is in conflict with service expectations and time.	
3	Those working with young people have aspirations for them, but they do not know what their role is in supporting those aspirations. We have not thought about this in terms of job descriptions or how we support staff to achieve this.	
4	All professionals working with young people have high aspirations for them. They support young people to be able to describe their aspirations, and they record them in the Education, Health and Care Plan.	
5	All the professionals working with children and young people will be able to describe, value and grow young peoples hopes and dreams and describe the actions they are taking to support them to achieve this.	

6 The local offer reflects best practice locally and nationally

1	We have a Local Offer that describes what services are available locally.	
2	We know that we need to improve our Local offer to reflect best practice, but we have no plan to do this at the moment.	
3	We have started to match the Local Offer to local best practice.	
4	The Local offer promotes what is possible locally, but we need to match this to national best practice.	
5	The Local Offer not only promotes what is possible locally but also matches best practices nationally.	

7 Education, Health and Care plans reflect the aspirations of young people and their families

Tick one box ✓

1	We do not consistently record young people's aspirations in our Education health and Care Plan.	
2	We consistently record the aspirations of young people in the Education, Health and Care Plan, but they mostly describe what we think young people ought to have in the future, not what they want. These are based on what is currently generally available.	
3	Our Education, Health and Care Plans have the young people's aspirations recorded in them. We describe young people's aspirations, and not just what is currently available.	
4	Most of our Education, Health and Care Plans have young people's aspirations recorded in them, but these are not necessarily around the four life outcome areas, and tend just to focus on further education or employment. The outcomes and actions do not always support the achievement of the aspirations.	
5	All Education Health and Care plans clearly articulate what young people want in the future, for work, independent living, good health, friends, relationships and community inclusion, and outcomes and actions in the plan raise and promote those aspirations.	

Section 3

Develop a personalised approach to all aspects of support using person centred practices, personal budgets and building strong communities

- 1 Young people will know about, and have experience of using person-centred practices

Tick one box ✓

1 Young people do not know what we mean by person-centred practice, and are not involved in developing their Education, Health and Care Plan.

2 We know that we should use person-centred practices with young people, but we do not have the expertise or experience to do so.

3 We have started to use some person-centred practices, but we do not think that it works for everyone.

4 All young people are involved in the planning for their future. Every young person has a one-page profile and a person-centred review, but they are not given the opportunity to promote or lead on this.

5 Young people act as leaders in promoting person-centred practices as a result of their own experiences. For example, they have been involved in their person-centred review, have a one-page profile, communication chart, decision-making profile and agreement, and are regularly asked what is working and not working from their perspective.

2 Families will know about, and have experienced of person-centred practices

Tick one box ✓

1	Families don't know what we mean by person-centred practices.	
2	We know that we should use person-centred practices with families in the development and implementation of the Education, Health and Care plans, but we do not have the expertise or experience to do so.	
3	We have started to use some person-centred practice, and some families have been involved with this, but we do not think that it suitable for everyone.	
4	Families have experienced person-centred practices, for example, they have their own one-page profiles as well as one-page profiles for their young person, and they have been involved in person-centred reviews. However, they have no way of promoting or leading this with other families.	
5	Families act as leaders in promoting person-centred practices as a result of their own experiences, for example with one-page profiles and person-centred reviews, community circles and working together for change.	

3 Communities will know about, have experienced and be able to talk about others about person-centred practices

1	Communities do not know what we mean by person-centred practice.	
2	We know that we should engage with communities in person-centred practices, but we do not have the skills, expertise, time or knowledge to do this.	
3	Some areas of community are involved in person-centred practices, but we are really just at the beginning of this.	
4	Most areas of our community know and understand what person-centred practices are, and some are involved in community circles, person-centred reviews and use one-page profiles.	
5	Communities act as champions for person-centred practices as a result of their experience in being involved in using person-centred thinking tools, being involved in person-centred reviews and community circles.	

4 Education providers will be using person-centred practices Tick one box ✓

1	Most education providers do not use person-centred practices.	
2	We know that Education providers should be using person-centred practices, but we are unable to engage with most of them.	
3	We are working with Education providers to introduce person-centred practices, for example, one-page profiles and person-centred reviews. Many providers are keen to develop their skills, but some are not.	
4	Our local Education providers are all using person-centred practices, including person-centred thinking tools, one-page profiles, and person-centred reviews. They have just begun to implement this and are starting to learn about the best ways to implement this for students/learners within the curriculum.	
5	We have strong education provider champions for person-centred practice as a result of their experience in using person-centred thinking tools, one-page profiles, and person-centred reviews. There is a culture of person-centred practice which informs mission statements, supervision, appraisal, recruitment, as well as meetings.	

5 Person centred practices inform a young person's curriculum Tick one box ✓

1	Person-centred practices are not used within Educational establishments and therefore do not form a young person's curriculum.	
2	We would like to tailor the curriculum to the aspirations and outcomes for young people by using person-centred practices, but it seems like such a big task, we don't know how to begin.	
3	We are beginning to think about how we can use person-centred practices to form young people's curriculum. We have started to use one-page profiles and we have formed a task group to think about how we can extend our practice.	
4	We have a strategic plan in place to support us to use person-centred practices to form a student's curriculum. We have started to train our staff in person-centred practices, and we are starting to form the curriculum around the aspirations and outcomes for some of our young people.	
5	Staff are skilled in using person-centred practices and we have evidence of their use. For example, every young person has a one-page profile, there is a person-centred focus at parents' evenings, person-centred reviews are held. Pupils have a personalised curriculum, which supports their aspirations and outcomes, and person-centred thinking tools are used routinely as a matter of best practice.	

6 Those working with young people will use person-centred practices

1	Those working with young people do not use person-centred practice.	
2	We have pockets of people who know what some person-centred practices are, but they are not being implemented consistently.	
3	We have begun to identify some person-centred practices, which can be used by some professionals who work with young people, and have started to train them in person-centred thinking.	
4	Everyone who works with young people has been trained in person-centred thinking, and person-centred reviews. We are starting to see the use of these practices used regularly, and the skill level of practitioners is increasing.	
5	Our vision for young people means that everyone who works with them uses person-centred practices throughout all services, communities and voluntary sector. This is supported by policies and procedures, which means that all practitioners use person-centred practices in their meetings, consultations and individual practice, and we have evidence of this. They are able to promote and coach others in these practices to ensure that they are truly embedded within the culture of their organisation.	

7 Person-centred practice are used to help develop Education, Health and Care plans

Tick one box ✓

1	There is no evidence of the use of person-centred practice in the development of the Education, Health and Care Plan. The plan is a template we fill in.	
2	We know that we should use person-centred practices to evidence the voice of the young person, but we do not know how to do this.	
3	We have started to use person-centred reviews and to think about outcomes. This is not consistent for all young people.	
4	Most young people are involved in their person-centred review. We are still seeing decisions being made for some young people and need to work more on understanding how all young people communicate and make decisions., for example by using communication charts and decision-making profiles.	
5	Young people and families can describe how they are at the centre of their planning. This can be evidenced by looking at the young person's aspirations, seeing how they were involved in developing the outcomes through the person-centred review process, and seeing how they were involved in decision-making about their provision and support in their decision-making agreement. We can see that this is making a difference as many young people are deciding how to use their personal budgets to achieve their dreams.	

Section 4

Develop post 16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion

Employment

Tick one box ✓

1 Young people have information, advice and guidance on options available

1	We do not routinely provide information about employment to young people. We answer questions young people have reactively, when we have time.	
2	We know it is helpful to give people information about employment options and signpost them to where they can find information themselves.	
3	We have leaflets and information about employment available for young people and can direct them to other sources of information such as our website. We are proactive in ensuring young people have plenty of good information but we may not routinely provide advice and guidance.	
4	We proactively make sure that young people have good accessible information on the range of options towards employment available to them and can give good quality advice or direct them to other people or services to talk to.	
5	We have information on the options available to them in a range of formats, making sure that it is accessible to all. We regularly review and update the information, ensuring that it is correct and current. This information is available in the Local Offer. We provide a range of ways for young people to have the advice and guidance they need individually, and work closely with providers and key partners to make sure that this is of the highest quality. The standard of this service is regularly reviewed with young people and their families.	

2 There is a range of purposeful work experience available for young people

Tick one box ✓

1	We focus on targets and do not know what young people's career aspirations are. We have set placements for work experience in some local facilities such as our reception, canteen and library.	
2	We know that it would be good to make sure that young people's work experience reflects the skills they need for what they would like to do in the future. We don't have anyone with the time and expertise to do this, so we do not know how to start improving this and match work experience to aspirations.	
3	We have started to speak to some local employers about how we can work together to provide a wider range of work experience. We have started to record work aspirations in our Education health and Care Plan and we have started to think about how we use this information to make sure that the right work experience placements are available.	
4	We know what young people's work aspirations are and we have worked with a wide range of employers make sure that placements are available. We support some young people to have meaningful work experience, but need to work out how to make this happen for everyone.	
5	All young people have access to a range of purposeful work experience placements. We work closely with employers to make sure that young people have the skills they need to do the jobs required. We continue to review the placements available, ensuring that they reflect the work aspirations of our young people. We ensure that there is the right support for each young person to access work placements, and we employ a range of techniques to do this.	

3 Young people have activities related to employment available during school holidays

Tick one box ✓

1	We do not think that it is our responsibility to provide activities for young people during the holidays.	
2	We know that we should provide activities for young people during the holidays, but we cannot see how we can do this within our current resources.	
3	We are committed to young people having things to do during the holidays, and we have started to work with some organisations to think about how we can make this happen.	
4	We are working with a range of key partners and young people to describe the types of activities that should be available during the holidays. We are recording what is currently available in the Local Offer, and need to make sure that we address any gaps with what young people want.	
5	We work continuously with young people, families, communities, voluntary sector and services to make sure that there is a wide range of activities available to young people during the holiday period. Information about these is recorded in the Local Offer. We review what is available regularly and consult with young people as to the types of activities they want to see and do. We provide the right support for young people to be able to access the activities.	

4 Young people have opportunities and support to get Saturday and holiday jobs

Tick one box ✓

1	We do not think that it is our responsibility to provide Saturday and holiday jobs for young people.	
2	We know that we should support young people to have Saturday and holiday jobs, but we do not know how to do this within our current resources.	
3	We are committed to exploring ways of young people having Saturday and holiday jobs, and we have started to work with some key partners to think about how we can make this happen.	
4	We know what young people's work aspirations are and we are working with key partners and a range of employers to make Saturday and holiday jobs available. We support some young people to have these work opportunities, but need to make this happen for all young people.	
5	We actively plan with all young people to make sure that they have the opportunity to have Saturday and holiday jobs that support their work aspirations. We provide the right support to employers and young people to make this happen, and measure our success against this. We review the opportunities available for young people and work continuously to make new opportunities available.	

- 5 There is a wide range of post 16 employment options including supported internships, apprenticeships, study programmes, voluntary work, link courses, traineeships, supported employment, paid work and microenterprise

Tick one box ✓

1	Our post 16 options include our traditional college courses, and the services provided through social services.	
2	We have started to think about other post 16 options that we could provide, but we don't have the right information, knowledge or experience to know what works or how to make it happen.	
3	We have developed a strategic plan to improve post 16 options for young people. We have already started developing voluntary work opportunities and supported employment, and are working with Further Education providers to implement link courses and study programmes. We need to plan more effectively to provide a wider variety of opportunities, including supported internships, apprenticeships, traineeships and think about microenterprise and paid work.	
4	We have a range of post 16 options available, and young people are increasingly able to choose the more non-traditional routes to paid work. Information about these can be found in our Local Offer and provision is recorded in the young persons Education, Health and Care plan, but success of initiatives may not be closely monitored.	
5	We have a wide range of post 16 options available to our young people, and they are supported to find the right path for them. The variety of options available can be found in the Local Offer. The provision is recorded in the young person's Education, Health and Care Plan, and success and achievement is closely monitored.	

6 Employment is addressed in the Education, Health and Care plans Tick one box ✓

1	We focus on targets to improve skills. Employment options and aspirations are not recorded in our Education, Health and Care Plans.	
2	Our Education, Health and Care Plan has a section on Employment. We focus on developing access to work skills, rather than aspirations.	
3	We know that our Education, Health and Care Plans should have information about employment aspirations and options and we are working to improve the way we record this information, as the outcomes we record do not reflect young people's aspirations around this.	
4	Young people are consistently being supported to describe what is important to them, their aspirations for employment and the support they need around employment. These are clearly recorded in the young persons Education, health and care plan and we are starting to see outcomes achieved reflecting this.	
5	Education, Health and Care plans for 16+ always include employment options. We work with young people to find out their aspirations, and how best to support them around employment. The outcomes and actions recorded in the plan support the young person to move towards these aspirations, and we ensure that responsibilities and provision are clearly described.	

Section 4

Develop post 16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion

Housing and support

- 1 Young people have information advice and guidance on housing and support options

Tick one box ✓

1 We do not routinely provide information about housing and support to young people. We answer the questions young people have if we can, and when we have time.

2 We know it is helpful to give people information about housing and support, and signpost them to where they can find information themselves.

3 We have leaflets and information about housing and support available for young people and can direct them to other sources of information such as our website. We are proactive in ensuring young people have plenty of good information but we may not routinely provide advice and guidance.

4 We proactively make sure that young people have good accessible information about the range of options available to them around housing and support, and provide good advice to them or direct them to other people or services to talk to.

5 We have information on the options available to them locally in a range of formats, making sure that it is accessible to all. We regularly review and update the information, ensuring that it is correct and current. We provide a range of ways for young people to have the advice and guidance they need individually, and work closely with providers and key partners to make sure that this is of the highest quality. The standard of this service is regularly reviewed with young people and their families.

2 Young people have a range of options that support them to move into adult life with housing and support for independence Tick one box ✓

1	We focus on assessed need to promote independence. We do not support young people to choose where and with whom they live.	
2	We focus on improving independent living skills, and have systems in place to monitor progress. We know that we should talk about options that young people have, but we do not have the knowledge and skills to do so.	
3	We are committed to supporting young people to live happily and safely in their own homes. We refer or signpost to services that we know of.	
4	We know that there are a range of options available to young people, but we tend to stick with traditional options, such as residential or supported living. We are actively exploring how other options can work, and how we can ensure that they are available locally for our young people. WE describe what is available in our local offer	
5	<p>We have are a range of options available locally including:</p> <ul style="list-style-type: none"> Supported accommodation Living with friends Living with family Shared lives PA's Shared ownership Own home <p>Young people are supported to understand what the options mean and how this can happen for them. Stories about how each option work for young people are collected and shared locally. Information about the options available locally is recorded in the Local Offer. We review and update this information regularly.</p>	

3 Housing and support is addressed in the Education, Health and Care plans

Tick one box ✓

1	We focus on targets to improve skills. Housing and support is not recorded in our Education, health and Care Plans.	
2	Our Education, health and Care Plan has a section on housing and support. We focus on developing independent living skills.	
3	We know that our Education, Health and Care Plans should have information about housing and support, and we are working to improve the way we record this information, as the outcomes we record do not reflect young people's aspirations around this.	
4	Young people are being supported to describe what is important to them and the support they need around housing and support. They are also supported to voice their aspirations for the future about where they will live and with whom. We are starting to see outcomes which reflect this.	
5	We work with young people to find out what is important to them, and how best to support them around home and independence. We also record their aspirations for housing and support as they move into adult life in the Education, Health and Care Plan. The outcomes and actions recorded in the plan support the young person to move towards these aspirations, and we ensure that responsibilities and provision are clearly described. Success is measured to make sure that young people live where and with whom they wish and have the right support to be as independent as possible.	

Section 4

Develop post 16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion

Health

Tick one box ✓

1 Young people know what they are entitled to and how to get it

1	Young people do not know what they are entitled to as they move into adult health care.	
2	We know that young people have the right to know what they are entitled to, but we don't know how to record and share this information.	
3	We are committed to supporting young people to live healthy lives. We refer / signpost them to any services they might need and encourage them to have regular health checks.	
4	We have detailed information about Health provision in the Local offer, and we are working with young people to help them to learn and understand what their health entitlements are as they move into adulthood. We record this in the Education, Health and Care Plan.	
5	Young people know what they are entitled to as they move into adult health care, and information about this is detailed in the Local Offer. Young people have the right support to access what they need, and provision is recorded in the Education, Health and Care Plan. We monitor and review this and measure our practice against this.	

2 There are clear pathways to good health, including mental health Tick one box ✓

1	We do not have clear pathways from child and adolescent health and Child and Adolescent Mental Health to Adult health and mental health services.	
2	We understand the importance of establishing clear pathways to health care, and this is going to be detailed in our Transition Protocol.	
3	Our transition protocol has clear pathways for health and mental health, and we are beginning to see the impact of this in practice. We are exploring ways of discovering what good support looks like for young people around health and mental health. Our support to good health and mental health is not always as robust as it could be and childrens and adult services do not always work together.	
4	Our transition protocol has clear pathways for health and mental health and we know what matters to individual young people and their families and how they want to be supported. This is recorded in the Education, Health and Care Plan and we are working towards paediatric and adult services working better together.	
5	We have clear and effective pathways to mental health care and support, which is detailed in our Transition Protocol, and provision is described in our Local Offer. Paediatric and adult health care providers work closely with young people and their families to ensure consistency of good support and information. We know what matters to young people about their mental health and wellbeing, and how they want to be supported. This is detailed on the Education, Health and Care Plans, and outcomes and actions are measured for success.	

3 Support for good health is addressed in the Education, Health and Care Plan Tick one box ✓

1	The Education, health and care plan only really focuses on education. We don't work with health to develop Education, Health and Care Plans.	
2	We know we should be including good support around health in Education, Health and Care Plans but we are not sure we know how to do this and we don't work closely enough with health care agencies to enable us to do this well.	
3	We are developing closer relationships with health care agencies and learning with them how to effectively use Education, Health and Care Plans to record what good support looks like around health and starting to base shared outcomes on this.	
4	We have close relationships with health care agencies and we work together to develop all Education, Health and Care Plans that describe what good support looks like. We know we need to support young people to have control over their health as they move into adult services and we have started to address this.	
5	Education, Health and Care Plans for 16+ always include support to achieve and maintain good health. We work with young people to find out what is important to them, and how best to support them around their health, including making decisions around health. The outcomes and actions recorded in the plan support the young person to have control over their own health care and support them in transition from child health services to adult services, and we ensure that responsibilities and provision are clearly described.	

Section 4

Develop post 16 options and support that lead to employment, independent living, good health, friends, relationships and community inclusion

Friendships, relationships and community

- 1 Young people have information, advice, guidance and support on friends, relationships and being part of the community

Tick one box

1	We do not see it as our role to provide information about friends, relationships and community inclusion to young people. We answer the questions young people have if we can, and when we have time.	
2	We have leaflets and information about what is available for young people in the community and can direct them to other sources of information such as our website. We do not think about friends and relationships, apart from what the curriculum covers in PHSE.	
3	We are starting to work with key partners to gather information, as well as where advice and guidance can be accessed about friends, relationships and community inclusion.	
4	Our local offer describes what is available locally for young people in terms of information, and where they can go to get advice and guidance. This is available in different formats, ensuring that it is accessible for all young people.	
5	We provide good, accessible information about friends, relationships and community inclusion, which can be found in our Local Offer. This was developed with key partners, as well as young people and families. We also provide information about advice and guidance about friends and relationships and see this as an important part of moving into adult life. We regularly review the information, advice and guidance we provide with young people to make sure that it is updated to reflect what is important to young people. All young people know where to go to get the support they need, and they are visible leaders within their community.	

2 Young people have a range of options that support them to move into adult life with friends, relationships and community inclusion

Tick one box ✓

1	Young people have friends from school and college, and we do not see it as our role to interfere with those relationships. They access their community with support from their education provider, social services or their families.	
2	We realise that young people might want to meet and make more friends in their community, but we can't see how to do this. We are not sure how we would begin to find out the people and places that are important to young people.	
3	We are committed to making sure that young people have the support they need to maintain existing friendships and relationships, as well as to make new ones. We are looking to develop more opportunities to support those friendships within the community by ensuring that they have a range of options to meet individual interests.	
4	We have a range of options available to young people to support them to move into adult life with friends, relationships and community inclusion. We are beginning to see young people have increased opportunities to actively take part and contribute to community life.	
5	Young people have the right support to maintain and make friends and relationships. We work closely with young people, their families and other key partners within the community to create a wide range of options for young people to meet and be included in community activity. These reflect the things that are important to young people. We know that we are successful because young people are visible within their community and are recognised for their contributions.	

3 Friends, relationships and community inclusion is addressed in Education Health and Care plans

Tick one box ✓

1	Our Education, health and Care Plans do not address friends, relationships and community inclusion, as we do not see it as our responsibility.	
2	We have a section in our Education health and Care Plan to record information on friends, relationships and community inclusion, but our focus is more on Educational targets, and keeping young people healthy and safe.	
3	We have started to become more proactive in this area of our Education, Health and Care Plans, because we recognise that young people could become lonely and isolated if we don't. We still are not seeing aspirations and outcomes recorded for all young people in this area.	
4	Young people are supported to describe their aspirations around friends, relationships and community inclusion, as well as what is important to them and how best to support them. We are starting to see outcomes and actions recorded which support these.	
5	As one of the four life outcomes, we place equal importance in the Education, Health and Care Plan on friends, relationships and community inclusion as we do on the other three. We record the people and places that are important to the young person, record young people's aspirations around this and ensure that the outcomes and actions recorded support young people to move towards their aspirations. Provision and responsibilities are also recorded in the plan. Success is measured to ensure that young people achieve a full life with friends, relationships and community inclusion.	

Section 5

Develop outcome focussed multi-agency commissioning strategies that are informed by the voice of young people and families

- 1 Young people and their families can see how their aspirations and outcome are feeding into changes in commissioning

Tick one box ✓

1	There is no connection between the commissioning decisions made and the aspirations or outcomes of young people.	
2	We know we should be linking commissioning to outcomes and aspirations but families are not informed or consulted upon to see how their aspirations / outcomes inform commissioning in any coordinated way.	
3	We are starting to learn how we can feed information from young people and families into the commissioning process and exploring how we can get better involvement from young people and families directly.	
4	Young people and families are regularly asked for their aspirations and outcomes and know this is to inform commissioning. A few representative family members and young people are a valued part of a consultation process but we know we should include more/different people sometimes.	
5	Young people and families can see a direct link between the things that they and their peers aspire to in the future and commissioning decisions that are made. New supports and services are designed and made available that young people want to use and find helpful. Their ideas and opinions are asked for and paid attention to and how services are commissioned and developed is described in the local offer including how young people and families can get involved if they wish.	

2 There is a clear and direct link between what is described in Education, Health and Care Plans and the commissioning decisions that are taken
 Tick one box ✓

1	Education, Health and Care Plans are not used to inform commissioning. We do not see a correlation occurring between the two.	
2	We know we should use information from Education, Health and Care Plans to inform commissioning, we just don't know how to do this or have time or resources to do so.	
3	We are developing an approach or strategy for obtaining information from Education, Health and Care Plans to inform commissioning and we intend to shape commissioning plans based on this in the future.	
4	We are working closely with health, education and social care to obtain information from Education, Health and Care Plans to inform commissioning. We need to make this more transparent and open a process so young people and families can see the link between their plans and decisions made.	
5	There is a robust process in place for co-producing commissioning plans such as Working Together for Change. The decisions that are made can be traced right back to the individual outcomes described in Education, Health and Care Plans and is completely transparent and open, involving representation from young people and families. Health, social and education services work together as equal partners and place equal value on the Education, Health and Care Plans.	

3 Communities are actively involved in commissioning. There is integration of health and social care commissioning

Tick one box ✓

1	Communities are not involved in commissioning.	
2	We know we should involve community groups in commissioning but we do not have time to consult with them or know who to involve.	
3	We know who to involve in commissioning and we have started to explore this, but we do not yet have a consistent and reliable process to enable us to do this.	
4	We regularly consult local community groups when taking commissioning decisions and we value their input. We are not yet consistent in involving them in delivery of support but working towards this.	
5	Commissioning decisions are co-produced including broad representation from community groups and organisations. Projects and new developments involve key members of the community and are understood to be a valued part of delivery of support, not just for consultation. The Local offer accurately describes and evolves community contributions.	

Summary of actions

Detailed action plan

Top priority

Why is this your top priority?

First steps

Who

By when

Who else needs to know/help this to happen?

How will I get their help?

What support will I/we need?

From inside the organisation

From outside the organisation

How will I know I have been successful?

What will have changed? What will you see? What will you feel? What will you hear?

Detailed action plan

Next priority

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Resources

