



SEND CPD SESSIONS

Future Pathways and Careers

Developing Independence

Thursday 24th November 2022



Developing Independence, including Supported Living

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Why and how we need to help our students develop independence

Transition process (moving from Children's to Adults' Services)

What is supported living and how can people access it?

Useful resources

Developing Independence

All of us as professional staff have a duty to maximise a student's independence to enable them to move on into their future.

How is this done in educational settings?



My Independence



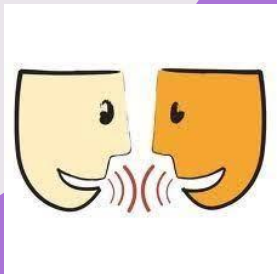
Guard against Isomorphism

Kate Mercer from Blackbelt Advocacy talks about independence and guarding against isomorphism in advocacy in this fascinating short video.

Communication is Key

The core focus of any effort to enhance and encourage independence is to ensure a young person has a functional communication system. In this context functional means a way to be understood by others and understand responses.

A young person will need to communicate their likes, dislikes, requests, questions and ask for help. Both high and low tech [augmentative and assistive communication](#) (AAC) systems are available to support this.





“Technology gives me access to
NT magic and vice versa”



Jamie + Lion

Jamie Knight's blog gives top tips
<https://spacedoutandsmiling.com/tips/top-5-tips-for-making-aac-easier>


Great ideas for young people and their circles of support including how he uses technology to

- communicate
- support his autonomy
- control his environment.


Technology for Work





Slack Voiceover




Squease Vest
The right amount of squish



Proloquo4Text
Gives me a voice.




iMessage
with paid support



Telegrams
"the herders"



Routines / Pay / Health
Mission Beach AB Friday 11am



Nest Protect



iPod Touch

- AAC
- Controlling stuff
- Routines
- Instructions / Notes
- Locked Down
- Podcasts / Books
- Amazing battery / cheap.

Get out and about

School and other learning settings can create bubbles. They need to be secure and safe places to learn and develop.

This can lead young people to struggle when it comes to accessing community facilities, activities and shops etc.

Journey planning and transport training are essential elements of this. Maths lessons should involve reading timetables and using apps to plan journeys. When planning an outing or trip encourage the young people to arrange it.

Where possible look for amenities the young people can access independently. Why not take the bus or walk instead of using the school minibus?





Early planning is essential



As is a flexible mindset when things “don’t work out”.



"A life spent making mistakes is not only most honourable but more useful than a life spent doing nothing" - George Bernard Shaw







"It is well to cultivate a friendly feeling towards error, to treat it as a companion inseparable from our lives, as something having a purpose which it truly has." - Maria Montessori

Independent Living

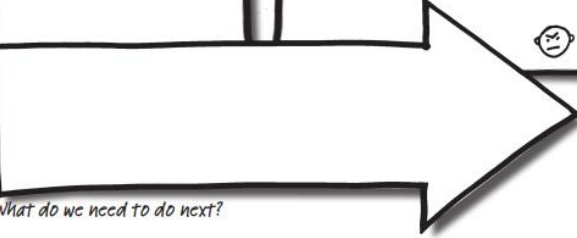


| Age | Secondary Y7-Y11 Key Stages 3 & 4 11-16 year olds | Post-16 In schools and post-16 providers 16-19 year olds | Post-19 19-25 year olds |
|------------------------|--|---|--|
| Steps Towards Outcomes | <ul style="list-style-type: none"> • Travel training • Making decisions about what to spend money on • Making own food • Socialising unsupervised in town / local community • Independent living skills | <ul style="list-style-type: none"> • Managing bills (e.g. mobile phone) • Managing potential income including Personal Independence Payments • Residential and local learning options • Mental capacity - decision making • Understanding consent and best interest • Life skills • Managing your time • Transition to adult care • Being safe in your home • Understanding different types of living arrangements - what arrangements are positive and possible for each YP • Actively planning for future living arrangements with family, LA etc. | <ul style="list-style-type: none"> • Arranging potential independent / supported living options • Planning other living arrangements • Understanding correspondence / bills • Continuing to develop independent living skills as part of a study programme |

4 + 1 Questions

| | |
|---|---|
| What have we tried?  | What have we learned?  |
| What are we pleased about?  | What are we concerned about?  |

What do we need to do next?



<http://www.helensandersonassociates.co.uk/wp-content/uploads/2015/02/fourpluse.pdf>

<https://youtu.be/rUJkbWNnNy4>

Person-centred planning

How a person wants to live their life and what is required to make that possible.



<http://helensandersonassociates.co.uk/person-centred-practice/care-support-planning>

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-reviews>

Transition from Childrens' to Adult Services

- **Planning should begin from Year 9 (age 13/14)**

Social Services Transition/Preparing for Adulthood Teams:

Dorset

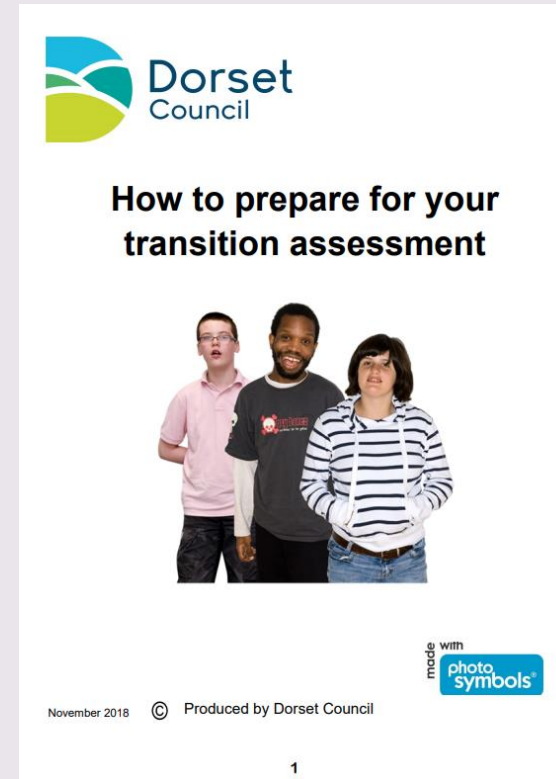
<https://www.dorsetcouncil.gov.uk/moving-from-childrens-services-to-adult-social-care>

BCP

<https://fid.bcpcouncil.gov.uk/send-local-offer/information/preparing-for-adulthood/moving-into-adult-services/moving-from-childrens-to-adult-social-care>

Life is a series of transitions, This is not the first ... or last

Helping young people to prepare for a transition assessment



<https://www.dorsetcouncil.gov.uk/documents/35024/286350/how-to-prepare-for-your-transition-assessment-meeting-easy-read-dc.pdf/e443e49d-7d78-ded6-5d2b-90f9661a36ba>

And supporting their carers
to prepare

<https://fid.bcpCouncil.gov.uk/Resources/Documents/preparing-for-adulthood-team-easy-read-version-1.pdf>



Preparing for Adulthood

Becoming an Adult

Easy-Read document



Support for Carers



The Preparing for Adulthood Team will work with you to write an assessment of your needs as a carer. We will agree a plan to identify support that will enable you to continue in your caring role.



We will offer you advice, support and signpost you to services that may assist you.



We will support you in the journey of your child becoming an adult.



We will work with you to develop a **contingency** plan in case of an emergency.

What is Continuing Healthcare?

- “Where a person’s primary need is a health need, they are eligible for NHS continuing healthcare. Deciding whether this is the case involves looking at the totality of the relevant needs.”
- “NHS continuing healthcare means a package of care that is arranged and funded solely by the NHS”

-National Framework definition

<https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/nhs-continuing-healthcare/>

WHAT IS SUPPORTED LIVING?

<https://www.scie.org.uk/housing/role-of-housing/promising-practice/models/supported-living>



Supported living services enable people with a range of needs to live happy and fulfilling lives, independently and safely in their local communities.

When a person goes into supported living, they have their own home with their own tenancy agreement.

At the same time, they receive support and care which can range from a few hours a week to one-to-one support, 24 hours a day.

Many people with learning disabilities, autism and other needs require some level of support, so that they can maximise their independence and live the life that they choose.

A supported living service can help if someone does not want to live in residential care but would find it difficult to cope on their own at home.

Supported living helps people to make choices about how they want to live and to keep doing the things that are important to them.

WHAT IS
SUPPORTED
LIVING?





difference living on your own? Yeah. What's good about that? I do cooking, washing up, working.

What are the options?

- Shared lives - living with a registered individual or family
- Shared house/group- two or more friends living together
- Residential care
- Intentional community eg Camphill, L'Arche - sometimes based on social or religious ideas
- Core and cluster- self contained flats on a single site, eg housing association
- Network- small network of people living in properties within walking distance with organisation providing low level support
- Private property- e.g. family home or other
- Setting up on your own, e.g. renting a flat/house, shared ownership



<https://www.ndti.org.uk/assets/files/Top-Tips-SEND-Housing.pdf>



Find out more



The image displays four course cards for ASDAN My Independence, arranged in a row. Each card has a title, a cover image, and a list of details. The cards are: 1. Exploring Aspirations (green background), 2. Transforming Aspirations (blue background), 3. Realising Aspirations (purple background), and 4. Supporting Aspirations (red background). A central box between the purple and red cards states 'Developed in partnership with NDTI National Development Team for Inclusion'. Each card also includes a 'Learner record' icon and an ASDAN logo.

| Course Title | Target Audience | Suggested Age | Key Features |
|--------------------------|--|------------------------|--|
| Exploring Aspirations | For learners with SLD or MLD | 11-14 | Based around aspects of PSHE and citizenship |
| Transforming Aspirations | For learners with SLD or MLD | 14-16 | Linked to subjects and curriculum areas (eg English, science, PSHE) |
| Realising Aspirations | For learners with LDD working at Entry levels | 14+ | 12 modules covering community, health, independent living and employment |
| Supporting Aspirations | For learners with PMLD working below Entry level | Any age as appropriate | 12 modules covering community, health, independent living and employment |

Find out more about the My Independence suite of courses [asdan.org.uk/my-independence](https://www.asdan.org.uk/my-independence)

ed to the four **Preparing for Adulthood** pathways (employment; friends, relationships and community; good health; independent living), My Independence is **ASDAN**'s key programme to achieve positive outcomes for young people an education, health and care plan. The programmes can be used within an existing curriculum or to shape a ulum that promotes preparing for adulthood outcomes.

ey aims of the My Independence programmes are to raise aspirations and specifically address the needs of young le with profound and multiple learning difficulties; severe learning difficulties; and moderate learning difficulties gh meaningful and creative learning opportunities. Each programme provides a real-life context to reward vement and foster the personal, social and work-related abilities of all learners by focusing on a person-centred ing approach.

ad more about the programmes and how to get started, please visit the ASDAN webpage for **My Independence**.

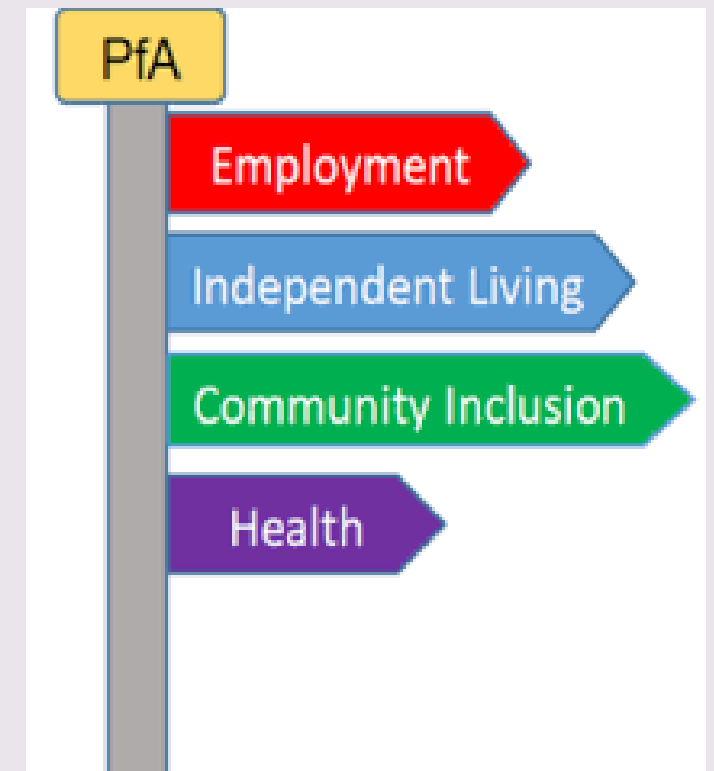
<https://www.ndti.org.uk/projects/my-independence>

<https://www.asdan.org.uk/my-independence/>

Free sample copies are available

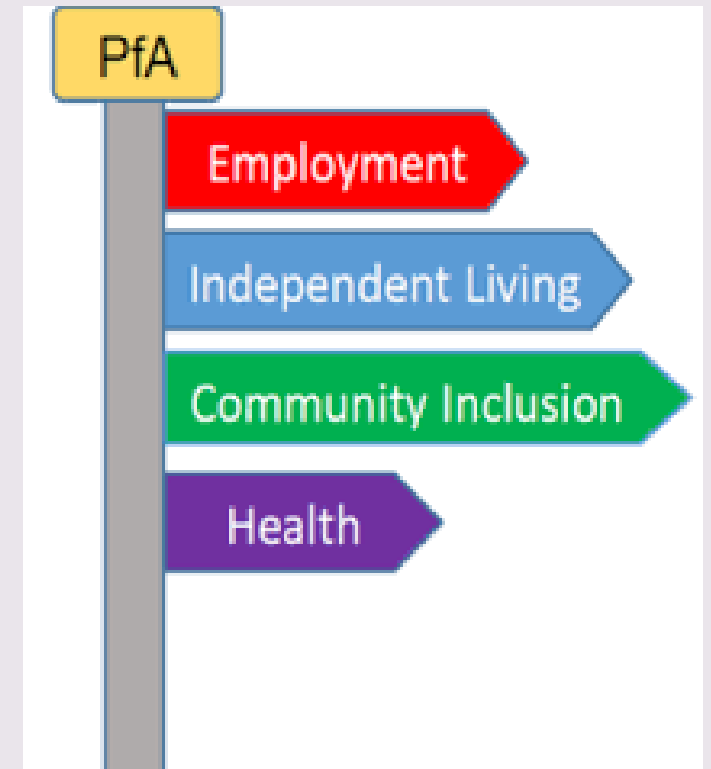
Inclusion

- <https://www.ndti.org.uk/change-and-development/housing-choices2>
- <https://www.joincake.com/blog/adults-with-disabilities-living-independently>
- <https://www.ndti.org.uk/assets/files/Top-Tips-SEND-Housing.pdf>
- <https://www.mencap.org.uk/advice-and-support/housing/housing-our-easy-read-guide>



Housing

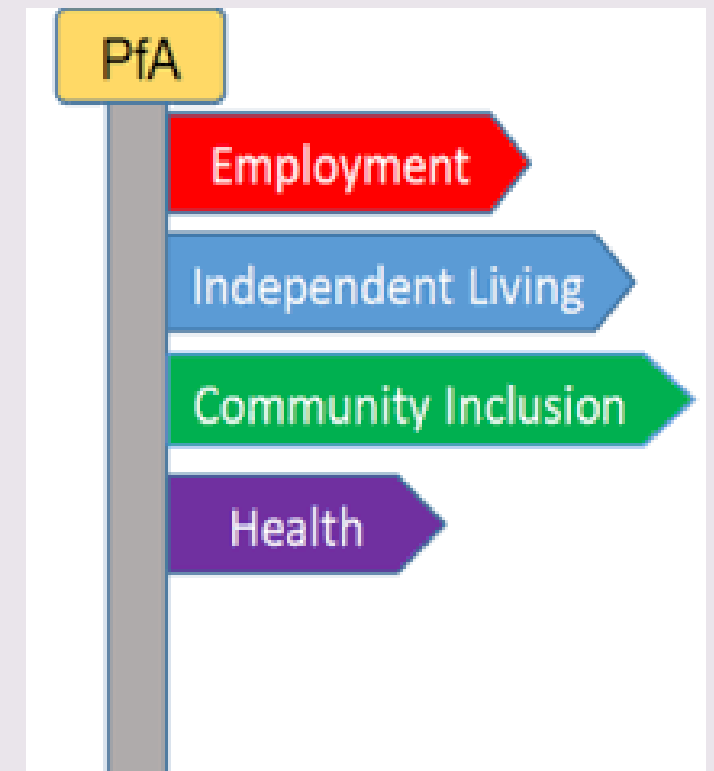
- <https://www.dorsetcouncil.gov.uk/housing-register>
- <https://www.dorsetcouncil.gov.uk/housing-options-for-16-to-25-year-olds-with-send>
- <https://www.dorsetcouncil.gov.uk/-/get-a-home-right-for-you-with-care-if-you-need>



Housing



- <https://bcphomechoice.org/choice/login.aspx>
- <https://fid.bcpCouncil.gov.uk/send-local-offer/categories/social-care/information-advice-and-support/adult-social-care-contact-centre-bcp-council>



Housing

- My Own Place
- Down's Syndrome Association housing guidance



Shared Lives



- Dorset

<https://sharedlivesplus.org.uk/scheme/dorset-shared-lives/>

- BCP

<https://fid.bcpccouncil.gov.uk/send-local-offer/information/preparing-for-adulthood/housing-where-to-live/shared-lives>



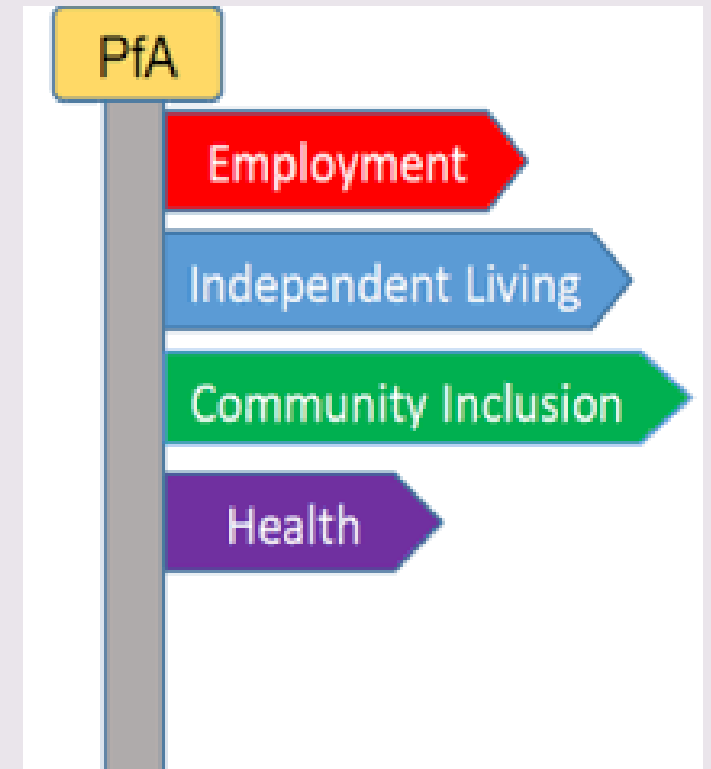
Finances

<https://www.gov.uk/financial-help-disabled>

<https://www.scope.org.uk/advice-and-support/managing-money-for-someone-else/>

<https://www.dosh.org/>

[Making it Personal – Guidance to personal budgets](#)



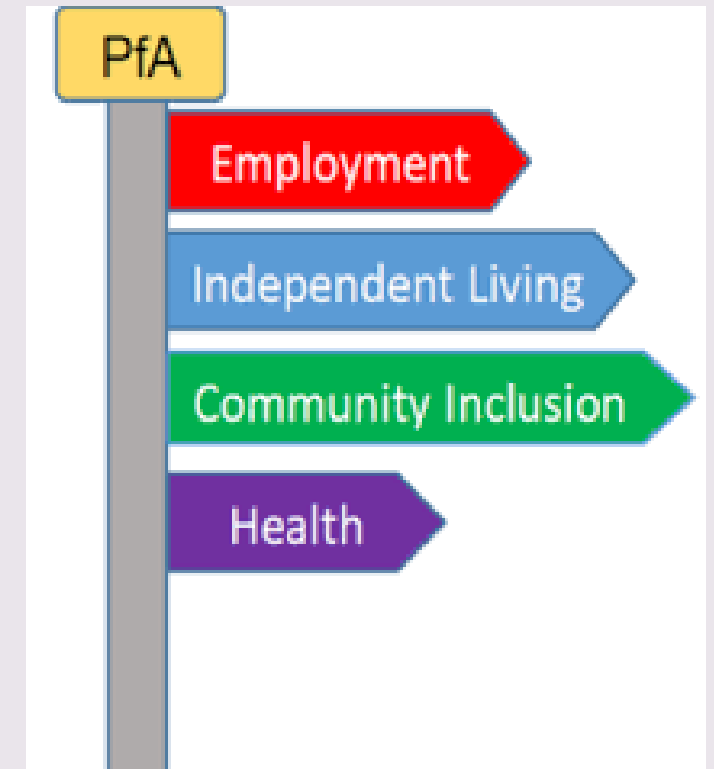
Equipment + Discrimination and Complaints

Equipment:

<https://www.nidirect.gov.uk/articles/equipment-use-about-home>

Discrimination & Complaints:

<https://righttoparticipate.org/resources>



Adult Social Care Assessment process

(This video is from Hertfordshire but it is the same process for Dorset & BCP)

What is a Social Care Assessment?

<https://youtu.be/PXWuRjsbuHk>

<https://adultsocialcare.dorsetcouncil.gov.uk/easy-read/assessment/>

<https://www.bcpCouncil.gov.uk/Adult-social-care-and-health/Applying-and-paying-for-care-and-support/How-we-assess-your-needs.aspx>



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SEND CPD SESSIONS

Future Pathways and Careers

These workshops aim to equip SLT, teachers and all support staff from SEND and AP schools to embed 'preparing for adulthood', careers and future pathways in all areas of school life.

Join us for a series of free online training sessions designed and delivered by Cosmic Cactus, experts in information and guidance for young people with SEND.

All sessions will be delivered virtually between 15:45 and 17:15
Attendees are welcome to register for the whole programme or individual sessions.

Thursday 22 September 2022
Voice and Choice for Next Steps

Exploring how to make plans, consider choices and have a voice including mental capacity, EHCP outcomes and preparing to leave school.

Thursday 6 October 2022
Future Progression Pathways

Understanding the range of post-16 and post-19 options.

Thursday 20 October 2022
Navigating the Landscape

Considering the support available within education, employment and work-related learning, including funding, provision and services.

Thursday 10 November 2022
Community Inclusion

Exploring health, lifestyle, leisure activities and friendships to encourage accessing support in the community.

Thursday 24 November 2022
Developing Independence

Including housing and supported & independent living.

Thursday 8 December 2022
Policy and Legislation

Examining available resources including CEIAG, Gatsby Benchmarks, Ofsted, SENDIASS and the Care Act.

To register visit bit.ly/3QAHRv3 or scan



Dorset
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

Next Session – 8th December

Policy & Legislation

