

**Bradford Council**  
**Preparation for Adulthood Guide**  
**Social Care**



**In Bradford we want you have the best start in life. To be afforded the same opportunities as everyone else. To be to live the life you want; with your hopes, dreams and ambitions not being seen. To be able to find employment and develop meaningful relationships and ultimately live the life you want.**



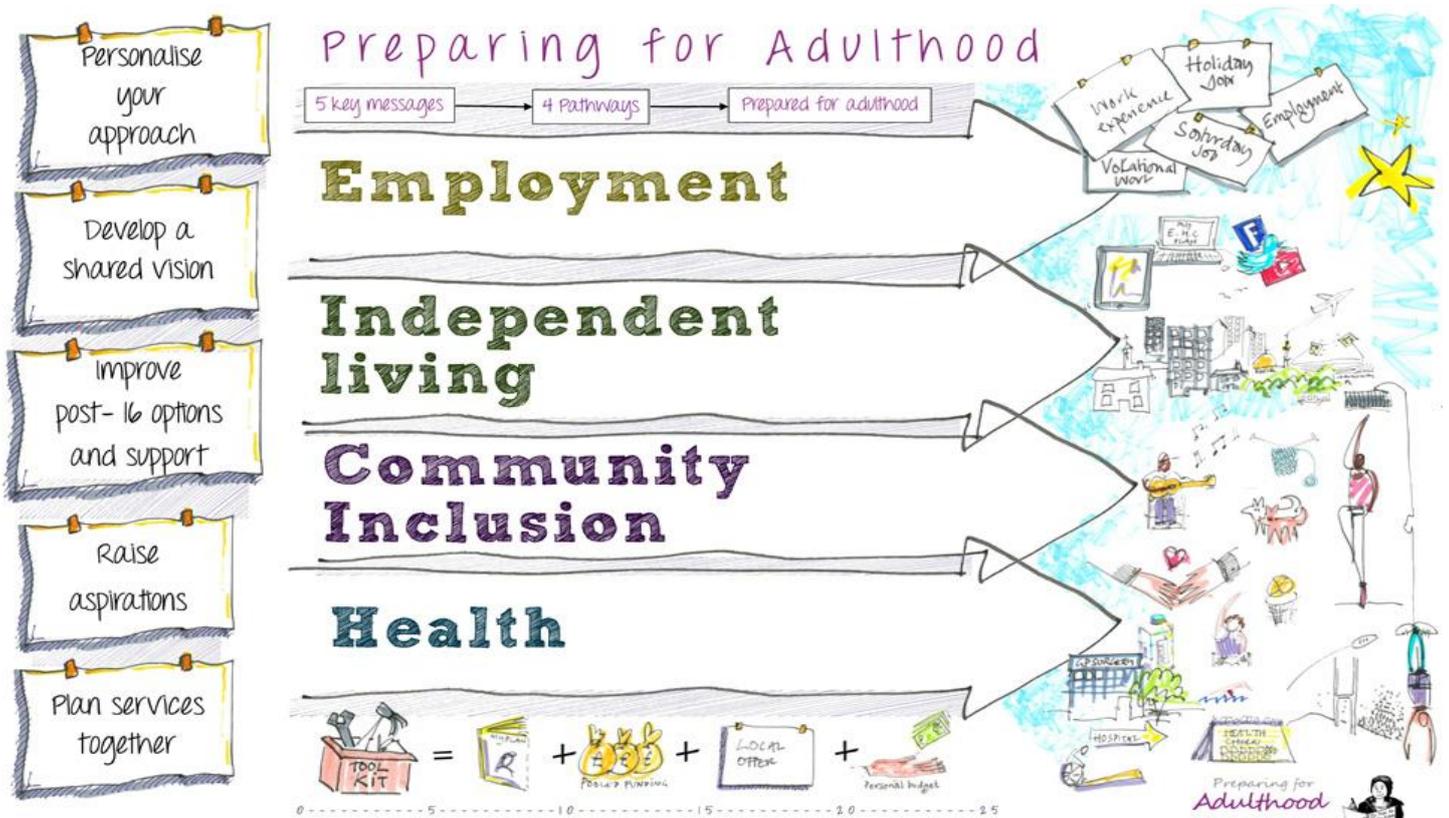
## Section 1: Vision

This vision came from the preparation for Adulthood day facilitated by NDTI on 16<sup>th</sup> April 2019.

*'To be afforded the same opportunities as everyone else. To be to live the life you want; with your hopes, dreams and ambitions not being seen. To be able to find employment and develop meaningful relationships and ultimately live the life you want'*

Preparation for adulthood means:

- Higher Education and/or employment – Exploring different education and employment options. Support for becoming self-employed, apprenticeships, internships and/or planning for college/university
- Independent Living – Having choice, freedom and control over your life. Control over where you live and who supports you if you do require support.
- Community Inclusion – To be an active part in your local community. Have friends and real relationships. Be included in your local community.
- Health – To live as healthy a life as you want.



## Section 2: Legislation

There are number of different legal processes that may accompany young people on their journey through to adulthood. These need to be considered in line with local initiatives that aim to enhance and improve the transition process.

### The Mental Capacity Act

The Mental Capacity Act signifies a key to change into how professionals, families and carers can make decisions with young people and adults. The Mental Capacity Act sets out 5 key principles:

<b>Assume Capacity</b>	It should be assumed that everyone can make their own decisions unless it is proved otherwise	No one should assume that a young person cannot make a decision just because they have SEN or a disability
<b>All Practicable Steps</b>	Do not treat people incapable of making decisions unless all practical steps have been taken to help them	A person should have all the help possible to make and communicate their own decisions before it is decided they are unable to do so
<b>Unwise Decisions</b>	A person should not be treated as lacking capacity just because they make an unwise decision	Disabled young people and those with SEN have the right to take risks if they understand the consequences of the risks, they are about to take
<b>Best Interests</b>	Actions or decisions carried out on behalf of someone who lacks capacity must be in their best interests	<ul style="list-style-type: none"> <li>• This only applies to young people who do not have capacity to make their own decisions.</li> <li>• For a young person who has capacity their decision cannot be overturned because it is deemed to be in their best interest to do so (see principle 3)</li> <li>• It is important to be clear about what is in the best interest of the young person and not be confused by what is in the best interests of those who support them</li> </ul>
<b>Least Restrictive</b>	Actions or decisions carried out on behalf of someone who lacks capacity should limit their rights to freedom of action as little as possible	Before doing something to someone or making a decision on their behalf consider whether the outcome could be achieved in a less restricted way

### The Children and Families Act and the Care Act

The Children and Families Act and The Care Act are two acts that work together to support children and young people to prepare for adulthood. There is a strong link between the Children and Families Act and the Care Act guidance regarding: Co-production and participation, outcomes and wellbeing, joint commissioning and personal budgets, advice and information, timing for Transitions Assessments and Continuity of care.

<b>Children and Families Act 2014</b>	<b>Care Act 2014</b>
Single coordinated assessment and planning process of Education, Health and Social Care for young people with SEN up to age 25 using a person centered approach	Where there is “likely need” for support post-18 and when it is of “significant benefit” there is a duty to carry out: <ul style="list-style-type: none"> <li>•Child’s Needs Assessment (CNA)</li> <li>•Child’s Carer’s Needs Assessment</li> <li>•Young Carer’s Needs Assessment</li> </ul>
Preparing for adulthood from year 9 focus on: <ul style="list-style-type: none"> <li>• Outcomes</li> <li>• Person centred practice</li> <li>• Choice and control over support for young people and their families</li> <li>• The involvement of parents and young people in decision making (young people from 16)</li> <li>• Young people participating in planning for their future</li> </ul>	Focus on: <ul style="list-style-type: none"> <li>•Outcomes</li> <li>•Promoting wellbeing</li> <li>•Promoting independence</li> <li>•Choice and control over support.</li> </ul> Duty to prevent or delay the development of care and support needs.

Care Act Assessments for adult care or support must consider the current needs for care and support, whether the young person is likely to have needs for care and support after they turn 18, and if so, what those needs are likely to be and which are likely to be eligible needs.

### Section 3: Preparation and Planning

This section highlights key parts of the preparation for Adulthood pathway; including what happens when and whose responsibility this is. This is set out in Yearly sections; one year accounts for a school year (1<sup>st</sup> September to 31<sup>st</sup> August). The top section summaries the core actions which should take place each year to ensure a smooth transition.

A social worker from the Preparation for Adulthood team will attend all EHCP reviews from year 9 onwards with a specific focus on preparation for adulthood goals. They will use the review tool created by NDTI to ensure Preparation for adulthood goals are embedded within the EHCP plan.

This document can be found here:

<https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm>

## Year 9, 10, 11 14 -16 Years Preparation for Adulthood EHCP Review

<b>What Should Happen?</b>	<b>Who Should Do it?</b>	<b>Guidance</b>
Look at the Local Offer Website	Young person, school, parents.	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
Young Person, parents and carers to be consulted about: - Date of review - Advocacy services - Professionals involved	School	
Invite appropriate people to attend the review at the beginning of the Autumn term.	School/Parents	Social care can be invited to reviews via the Duty inbox  <a href="mailto:transitions.duty@bradford.gov.uk">transitions.duty@bradford.gov.uk</a>
Pre-review meeting/discussion should take place to explain the review process to the young person and their family.	School  SEN Coordinator (SEND)	Help with understanding change and making choices.  Time needs to be set aside for transitions preparation and to build circles of support.
It is good practice for the EHCP review to be integrated with other reviews such as CIN/CLA if this enables it easier for parents to attend.	Social Care/School	If an integrated Review is taking place then time needs be allocated for this.
Information, advice and support must be provided to the young person about what transitions means for their future. Further education, employment and support opportunities.	School  Social care  SEN Coordinator	Social worker will complete a PFA Year 9 review tool and any actions from this must be embedded within the EHCP.
<p>The social worker will complete the PFA review document here:  <a href="https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm">https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</a></p>		

## Year 12 16 -17 Years Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
Young Person, parents and carers to be consulted about: <ul style="list-style-type: none"> <li>- Date of review</li> <li>- Advocacy services</li> <li>- Professionals involved</li> </ul>	School/Post 16 provider	
Invite appropriate people to attend the review at the beginning of the Autumn term.	School/Post 16 provider/Parents	Social care can be invited to reviews via the Duty inbox  <a href="mailto:transitions.duty@bradford.gov.uk">transitions.duty@bradford.gov.uk</a>
Pre-review meeting/discussion should take place to explain the review process to the young person and their family.	School/Post 16 provider  SEN Coordinator (SEND)	Help with understanding change and making choices.  Time needs to be set aside for transitions preparation and to build circles of support.
It is good practice for the EHCP review to be integrated with other reviews such as CIN/CLA if this enables it easier for parents to attend.	Social Care/School	If an integrated Review is taking place then time needs be allocated for this.
Information, advice and support must be provided to the young person about what transitions means for their future. Further education, employment and support opportunities.	School  Social care  SEN Coordinator	Social worker will complete a PFA Year 9 review tool and any actions from this must be embedded within the EHCP.
At this Review a second PFA social worker will be appointed to jointly work between the ages of 16-18 to focus on the Care Act assessment and eligibility for adult social care.	Social Care	This ensures continuity during the transition process and young people are not waiting until 18 to see what services may be available.
<p>The social worker will complete the PFA review document here:  <a href="https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm">https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</a></p>		

## Year 13 17 - 18 Years Preparation for Adulthood EHCP Review

What Should Happen?	Who Should Do it?	Guidance
Look at the Local Offer Website	Young person, school, parents.	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
Young Person, parents and carers to be consulted about: <ul style="list-style-type: none"> <li>- Date of review</li> <li>- Advocacy services</li> <li>- Professionals involved</li> </ul>	School/Post 16 Education	
Invite appropriate people to attend the review at the beginning of the Autumn term.	School/Parents/Post 16 Education	Social care can be invited to reviews via the Duty inbox  <a href="mailto:transitions.duty@bradford.gov.uk">transitions.duty@bradford.gov.uk</a>
Pre-review meeting/discussion should take place to explain the review process to the young person and their family.	School/Post 16 education  SEN Coordinator (SEND)	Help with understanding change and making choices.  Time needs to be set aside for transitions preparation and to build circles of support.
It is good practice for the EHCP review to be integrated with other reviews such as CIN/CLA if this enables it easier for parents to attend.	Social Care/School	If an integrated Review is taking place then time needs be allocated for this.
Information, advice and support must be provided to the young person about what transitions means for their future. Further education, employment and support opportunities.	School/post 16 education  Social care  SEN Coordinator	Social worker will complete a PFA Year 9 review tool and any actions from this must be embedded within the EHCP.
At this point your Care Act assessment should be complete. Providing you with clarity on what support adult social care will provide.	Social care  School/Post 16 education	Any support offered from adult social care should be embedded within your EHCP
<p>The social worker will complete the PFA review document here:  <a href="https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm">https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</a></p>		

## 19+ continuing in education Preparation for Adulthood EHCP Review

<b>What Should Happen?</b>	<b>Who Should Do it?</b>	<b>Guidance</b>
Look at the Local Offer Website	Young person, school, parents.	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
Your EHCP will continue to be reviewed annually	Post 16 provider Health Social Care	The PFA Locality Pod will remain involved to support and support with the EHCP process
Post education option will continue to be discussed such as employment/supported employment and further education	School/College Social Care	Careers advice should be provided by the school/college.  Your social worker can support you to look into employment options and extra support you need.
PFA team will continue to support up whilst you remain in education	Social Care	
<p>The social worker will complete the PFA review document here:  <a href="https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm">https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</a></p>		

## Leaving Education Preparation for Adulthood EHCP Review

<b>What Should Happen?</b>	<b>Who Should Do it?</b>	<b>Guidance</b>
Look at the Local Offer Website	Young person, school, parents.	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
The PFA locality pod will support you when you decide to leave education into post educational opportunities	Social Care	
The PFA team will work with commissioners to ensure the right opportunities are there for young people leaving education.	Social Care	These decisions will be made before you are 18 to ensure your aspirations have been met.
Following leaving education and you have the support you require the locality pod will undertake a review to ensure the support you have is working well.	Social Care	Following a review if you continue to require support you will then be transferred to the adult services community learning disability team.
<p>The social worker will complete the PFA review document here:  <a href="https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm">https://www.preparingforadulthood.org.uk/news/new-resource-key-topics-to-cover-at-annual-reviews-from-year-9.htm</a></p>		

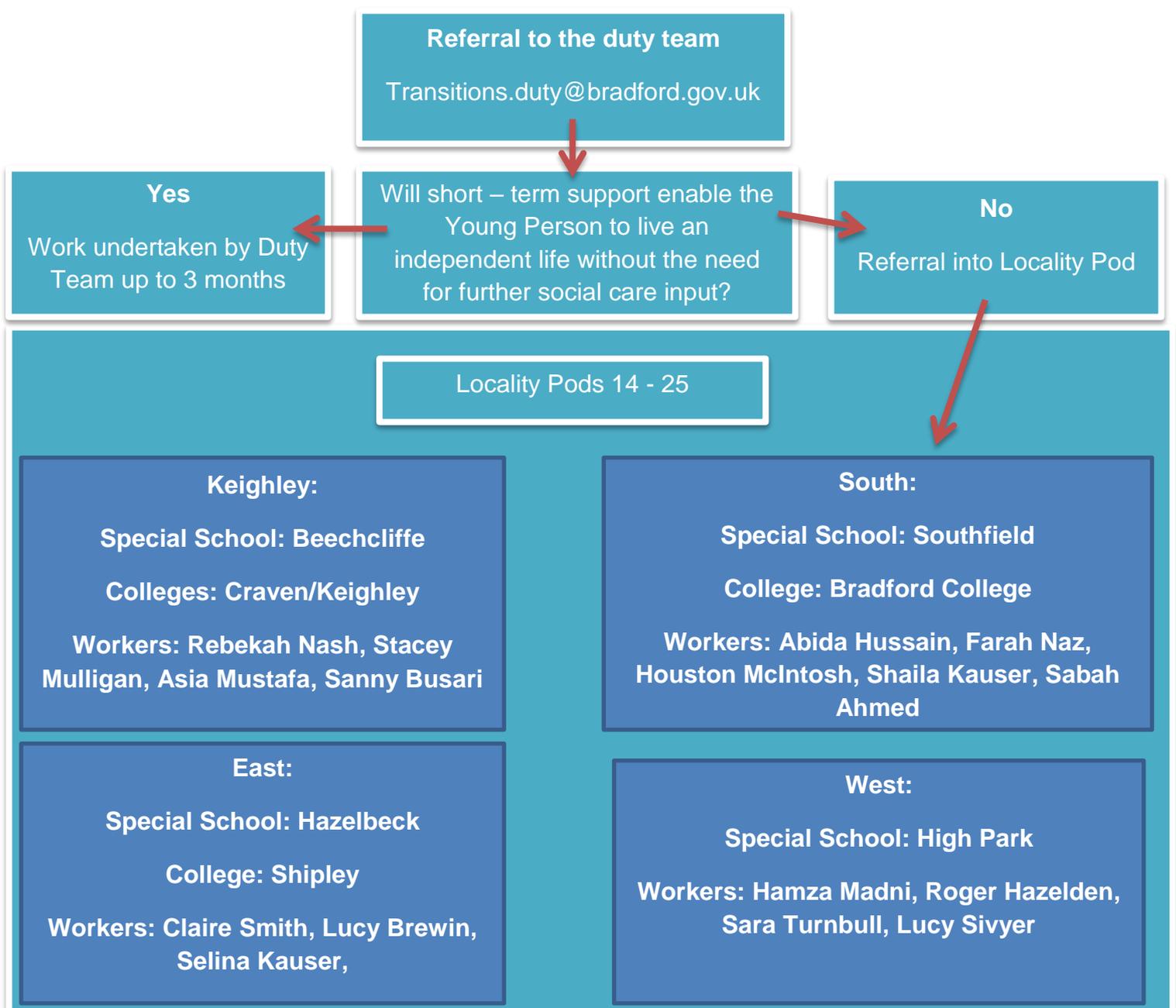
## Section 4 – PFA Service Shape

The Preparation for Adulthood (transitions) Service supports young people aged 14 – 25 who are in education and/or leaving education. The criteria for the Preparation for Adulthood service can be found as an appendix to this document.

The team has a designated duty offer to ensure continuity and a single clear message for young people and their parents/carers. The duty worker can be contacted on [transitions.duty@bradford.gov.uk](mailto:transitions.duty@bradford.gov.uk) and will respond within 24 hours to any requests made.

The duty worker will be the initial point of contact into the team and can provide support up to 3 months if felt appropriate. If longer term support is required then the duty worker will prioritise this and pass this through to the designated locality pod.

There are 4 Pods within the service designated to each of the locality areas; Keighley and Craven, East Bradford, West Bradford and South Bradford. The locality Pod will then support and undertake any necessary work.



Within each locality pod there will be 2 social workers with a particular focus on PFA 14-18 and two social workers with a focus from aged 16-25. This is to ensure the right skill set is utilised to maximise opportunities for the young people we work for. Therefor there will be a 2 year period in which you will have two social workers supporting you to ensure a smooth and successful transition.