DERBYSHIRE LOCAL OFFER
PREPARING FOR ADULTHOOD

Preparation for Adulthood Transition Action Plan

DERBYSHIRE County Council

Preparation for Adulthood Transition Action Plan:	Year _ to Year _	**Name:**	
SEND Code:		**Primary area of need:**	

Area of Need	**Professionals involved**	**Actions needed to support areas of need:**	**Who by?**	**By when?**	**Completed?**
Education, training and employment **To include:** • **Careers information, education, advice and guidance (CIEAG)** • **Work experience** • **Exploration of post-16 options** • **Exploration of employment pathways e.g. apprenticeships, supported internships** • **Exploration of higher education** • **Functional literacy, numeracy and digital skills**		Attend school's careers fair with support from trusted staff.			
		Appointment with school's careers advisor to discuss post-16 and career options.			
		Attend a range of post-16 provider open days.			
		Work experience opportunities.			
		Development of a vocational profile.			
		Part-time timetable to be updated and time in school increased to ensure that young person can benefit from full range of PfA support on offer.			

Public

Area of Need	Professionals involved	Actions needed to support areas of need:	Who by?	By when?	Completed?
Community inclusion **To include:** • **Friendships and relationships** • **Accessing the community** • **Keeping safe in the community** • **Online safety** • **Independent travel** • **Social communication**		Opportunities to build up friendships and connections in the community – referral to Community Connectors to be completed by school.			
		Enhanced transition to be provided to new setting including additional visits at quiet times and meeting key staff.			
		Reasonable adjustments to be in place for college taster sessions to support inclusion, including an agreed safe place to go at the new setting.			
		Reasonable adjustments to be made to school's uniform policy to support young person's inclusion in all activities in the school day.			
		School to apply for inclusion funding to provide proactive support for transition.			
Independent living **To include:** • **Independent travel** • **Self-care skills** • **Managing money** • **Use of assistive technology** • **Managing personal hygiene routines** • **Self-advocacy** • **Exploring housing options for the future** • **Understanding where to access support in the future to maintain independence**		Independent travel training – referral to Community Connectors to be completed by school.			
		Equipment such as laptops, assistive technology etc to be in place to support independence.			
		Information relating to the new setting such as a setting map to be shared in advance to support young person to be able to navigate independently around the environment. Any required adaptations to be in place prior to transition sessions.			
		Use of Mind of My Own app to support young person to share their views and advocate for their own support needs. Young person's views to inform support plan.			

Area of Need	Professionals involved	Actions needed to support areas of need:	Who by?	By when?	Completed?
Health and wellbeing **To include:** • **Managing own health needs** • **Mental health and wellbeing** • **Physical and sensory needs** • **Smoking, drugs and alcohol** • **Health action plans** • **Puberty and RSE** • **Healthy lifestyle including diet and being active**		Support to be offered in school to promote positive mental health and wellbeing. Time with keyworker to be arranged.			
		Positive support session to be offered on a weekly basis by Positive Support lead.			
		Appointments to be offered by School Nursing Team to discuss health needs and agree a health action plan.			
		GP to explore whether young person is on the LD Register and if not, young person to be added to ensure that they benefit from their annual health check entitlement.			
Other **To include:** **Any other aspects important for preparation for adulthood not already covered – these may be individual to the young person**		NDTi resources and person-centred planning tools to be used to capture the young person's views about what is currently working, what is not working, and what needs to change to support them to achieve their PfA goals. This should then inform support plan.			

Meeting Date:		**Shared & agreed by SENDCO/Lead professional in new setting:**	(INSERT NAME)
Agreed by Current SENDCO:	(INSERT NAME)	**Agreed by Child/Young Person:**	(INSERT NAME)
Agreed by Parent/Carer:	(INSERT NAME)		