

Preparing for Adulthood Event

Thursday 13th February 2025

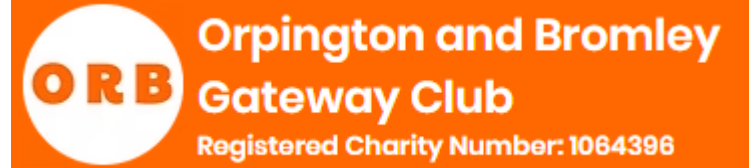




- 10.30 – 10.40 – Welcome
- 10.40 – 11.20 – KS4 and 6th Form curriculum - Splitting into pathway groups
- 11.30 – 12.00 – What to expect: Annual review process and college applications
- 12.00 – 12.30 – Overview of adult services and providers

Lunch from 12.30

- 12.30 – 14.00 – Stalls from service providers



The Scadbury Centre



**Shaftesbury
Nash College**

Shared Lives



RIVERSIDE SCHOOL

CURRICULUM FRAMEWORK



The Pursuit of Happiness



PHASES



PATHWAYS



BECKENHAM · PHOENIX · ST PAUL'S CRAY · WEST WICKHAM



RIVERSIDE SCHOOL

PATHWAYS



FOUNDATION PATHWAY



I am starting my Riverside School Journey and I am learning about the world through different types of play. I am developing my attention and engagement and as such require short learning activities. I will build trusted relationships with the adults who support my learning.

BLUE ACTIVE PATHWAY



I have high levels of sensory processing needs and require a pro-active multi-sensory curriculum to support my regulation and engagement. To support my engagement for learning, I will be developing my exploration, anticipation, realisation, initiation and persistence.

BLUE SENSORY PATHWAY



I have a high level of complex physical, medical and / or sensory needs. I need a therapeutic, sensory based adult led approach to support my learning. To support my engagement for learning, I will be developing my exploration, anticipation, realisation, initiation and persistence.

ORANGE PATHWAY



I am an explorer and an active learner. I am keen to initiate interactions with others, curious about the world around me and often seek further challenge. I can maintain focus for sustained periods of time and I persist with activities when challenges occur. I show satisfaction when reaching my goals.

YELLOW PATHWAY



I am a creative and critical thinker. I can think of my own ideas and find new ways to do things. I can make links, notice patterns and make predictions. I can plan how to approach a task, review my approach and change my strategy when needed.

BECKENHAM · PHOENIX · ST PAUL'S CRAY · WEST WICKHAM





	Cosmic Odyssey		Apollo		Challenger
	Gemini		Gravity		Gravity
	Genesis Pioneer Explorer		Enterprise Juno		Artemis Lunar
			Voyager		Atlantis

Orange and Yellow Pathway Curriculum Overview



What's important to young adults?



Widening worlds!





- **1.1 million adults with a learning disability in UK**
- **Only 4.7 are in paid employment**
- **86% wanting to be in paid employment**
- **66% of firms say they've faced challenges finding staff**

What is Community and Careers Education?

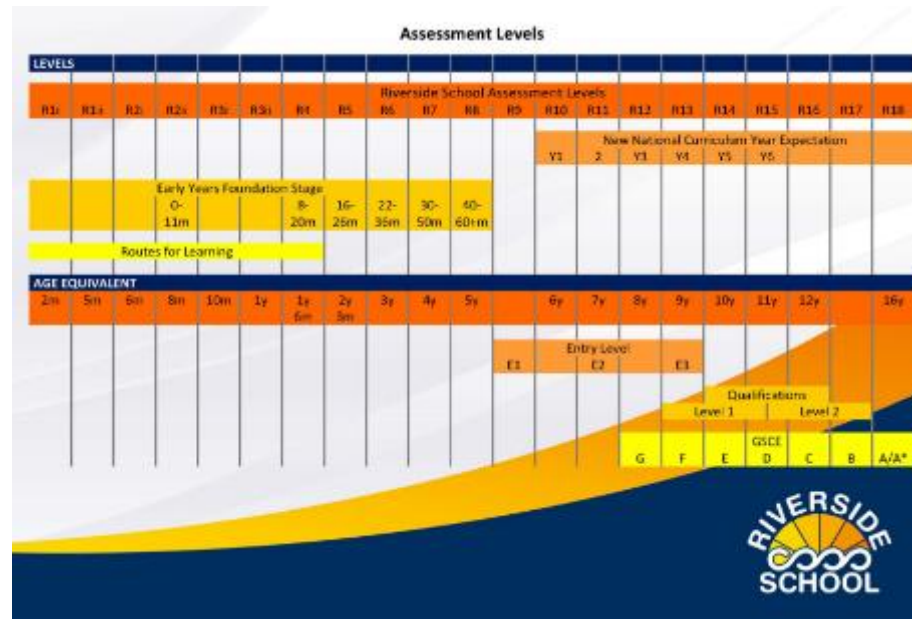
- Specific sessions linked to work related independent skills and / or specific job roles
- Enterprise projects
- Internal / External community experience





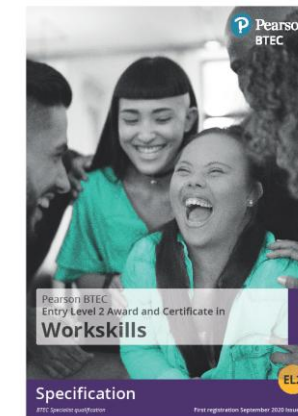
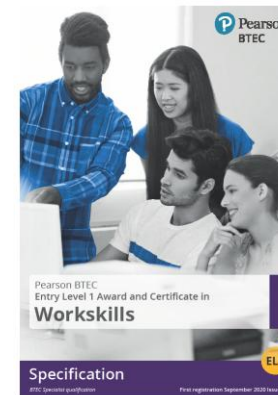
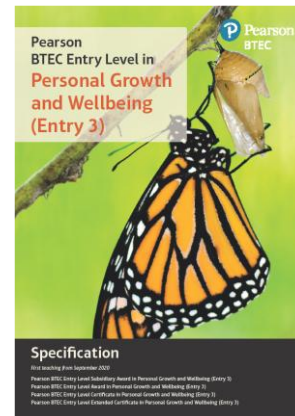
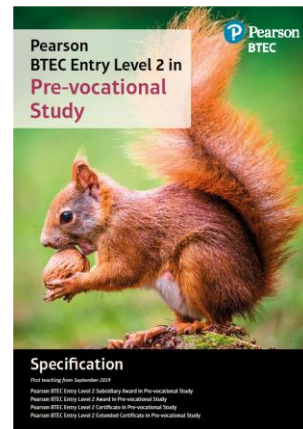
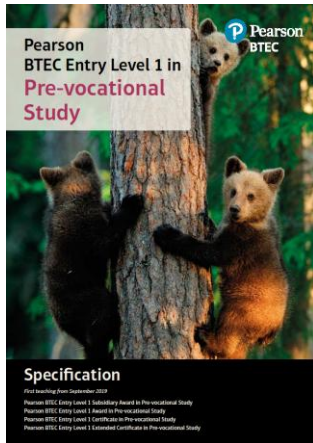
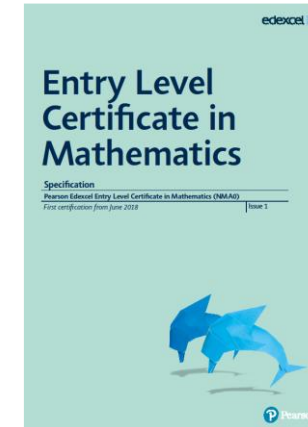
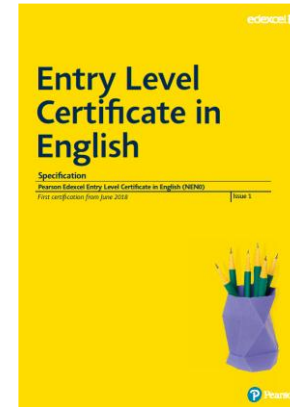






Standardised Qualifications

Our Accreditation and Qualification offer





Unit Awards

- Allows pupils to have their achievements formally recognised
- Builds a portfolio of achievements
- Flexible approach

AQA unit Awards Examples

118623

LIFE SKILLS: COOKING

Level: Entry Level

Print 

In successfully completing this unit, the learner will have	Evidence needed
shown knowledge of 1. the hygiene required prior to preparing a meal or baking, eg washing their hands	Summary sheet
demonstrated the ability to 2. plan, eg by assembling the required kitchen utensils and food items necessary before starting to cook or bake	Summary sheet
3. follow a recipe by measuring the ingredients and completing each step as directed	Summary sheet
4. safely use the oven, hob and other appropriate cooking equipment	Summary sheet
5. clean surfaces and put things away during the cooking process	Summary sheet
6. make the completed cooked item presentable and ready to be served or stored	Photograph(s) and/or summary sheet
7. clean all remaining utensils and the kitchen area upon completion of the recipe	Photograph(s) and/or summary sheet
shown knowledge of 8. why cooking for others is helpful and restorative	Summary sheet
experienced 9. working as part of a team by communicating with others effectively to provide and receive instructions.	Summary sheet

105801

WRITING FOR DIFFERENT PURPOSES WITH SUPPORT

Level: Pre-Entry Level

Print 

In successfully completing this unit, the learner will have	Evidence needed
demonstrated the ability to 1. write a simple shopping list	Student completed work
2. annotate a given picture	Student completed work
3. write a simple letter	Student completed work
4. find and write the ingredients for a simple recipe	Student completed work
5. produce a written method for a recipe	Student completed work
6. write a postcard	Student completed work
experienced 7. writing for at least two different purposes eg shopping, cooking.	Summary sheet

Approved 21 Mar 2017

118962

EMPLOYABILITY: TEAMWORK

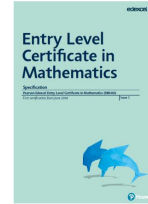
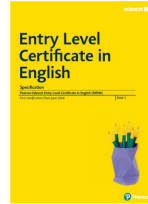
Level: Entry Level

Print 

In successfully completing this unit, the learner will have	Evidence needed
demonstrated the ability to 1. work as a member of a team to successfully complete at least one work-related task	Summary sheet
2. use at least two team working skills while completing a task, eg listening, co-operation, negotiation, persuasion, communication, organisation	Summary sheet
3. support others in the team on at least two occasions	Summary sheet
4. identify two good teamwork skills	Student completed work
5. identify two poor teamwork skills	Student completed work
experienced 6. participating in at least one work-related task demonstrating teamwork skills.	Summary sheet



Meaningful Qualifications and Accreditations



AQA unit Awards

Literacy – ELC English

Numeracy – ELC Maths

Or Literacy and Numeracy based AQA unit Awards

Independent Living – AQA unit Awards

Community Inclusion

- Covered through community experience trips linked to EHCP outcomes and PLPs focuses
- Covered through social interaction activities - Social club / Dance Beat / Interest development

Health and Wellbeing – PSHE association scheme of work and specific PE AQA units

Employability – AQA unit Awards



The Duke of Edinburgh's Award

Volunteering section

Physical section

Skills section

Expedition section

Entry Level Certificate in English

Specification
General School Entry Level Certificate in English (ENEG)
First compilation: June 2014



Pearson

ANSWER QUESTIONS 1 AND 2.

These questions are about the equipment needed to make an apple crumble.

1 Draw lines to match the equipment with its name.

Equipment



Name

Mixing bowl



Baking tray



Ovenproof dish



Sieve

(Total for Question 1 = 4 marks)

ANSWER QUESTIONS 3 TO 7.

These questions are about a book called 'The Worst Witch'.

It is a story about a school for witches called Miss Cackle's Academy.

3 Read the start of the story below, then **draw lines** to match the nouns with their descriptions.

Miss Cackle's Academy for Witches stood at the top of a high mountain surrounded by a pine forest.

It looked more like a prison than a school, with its gloomy grey walls.

Nouns

mountain

forest

walls

Descriptions

grey

high

pine

(Total for Question 3 = 3 marks)



**DON'T LIMIT YOUR
CHALLENGES.
CHALLENGE YOUR
LIMITS.**

ELITECLUBS.COM/BLOG

Entry Level Certificate in Mathematics

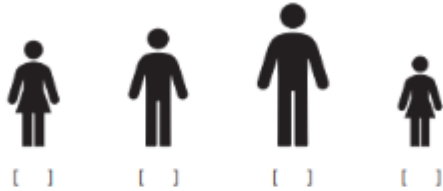
Specification
Pearson Edexcel Entry Level Certificate in Mathematics (NMAA)
First certification from June 2018

edexcel



Pearson

4 Tick [✓] the tallest person.



(Total for Question 4 is 1 mark)

5 What comes next?

Draw it.



(Total for Question 5 is 1 mark)

6 Use a ruler to measure the length of this line.



cm

(Total for Question 6 is 1 mark)

Luke has these 1p, 2p and 5p coins.



Luke is going to buy a pen.

The pen costs 8p.



How many different ways can Luke use 1p, 2p and 5p coins to make 8p?

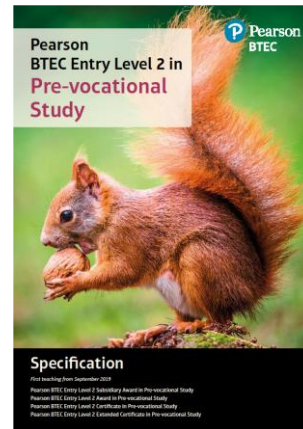
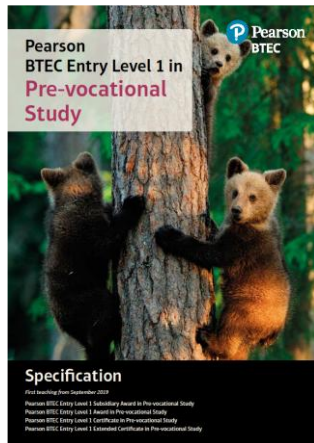
Show all the ways.

(4)

(Total for Part 1 is 8 marks)

TOTAL FOR TASK IS 8 MARKS

Meaningful Qualifications and Accreditations



Independent Living:

- Btec Pre-vocational Study - Units include:
 - Preparing a meal for yourself / others
 - Taking part in a creative activity

Health and Wellbeing:

Orange Pathway – AQA unit Awards – Units include: Healthy lifestyles and emotional wellbeing

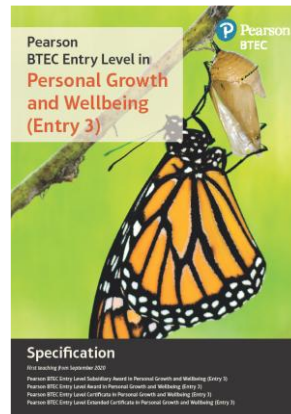
Yellow Pathway – Btec Personal Growth and Wellbeing - Units include: Understanding physical health and wellbeing

Community Inclusion:

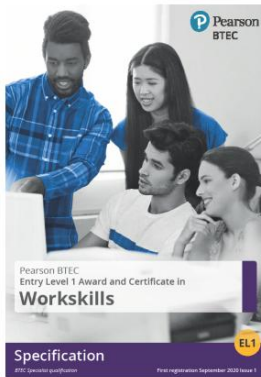
- Covered throughout options programme and BTECS
- Covered through community experience trips linked to EHCP outcomes and PLPs focuses
- Covered through social interaction activities - Social club / Dance Beat / Interest development



AQA unit Awards



Meaningful Qualifications and Accreditations



Employability Pathway

BTEC units include:

- Being aware of job opportunities

AQA unit Awards include:

- Employability unit: Communication



- Horticulture
- Artisans
- Painting and Decorating
- Sport and Leisure
- Health, Beauty and wellbeing
- Hospitality and Catering
- Creative Arts
- Citizenship (Local community studies)
- Expressive Arts



Realising potential

Unit Awards

The Skills Builder Partnership



Eight essential skills

Vocational Profile

Your name:

Name of Job Coach:
(or person helping you now)

Date profile started:

1: BACKGROUND INFORMATION

NAME

Name:

DOB

Date of Birth:



Address:



Mobile phone
number:



Home phone
number:



Email address:



Who do you
live with?



What school do
you or did you
go to?



What college do you
or did you go to?

Have you got any
qualifications or
certificates?



Which benefits
do you get?



Who would
you call in an
emergency?

Independent Travel

- Bromley are able to offer a travel training programme for pupils, to support them to travel to school independently.
- Working one to one, pupils develop the skills and confidence to travel
- Pupils increasingly become more independent, gradually reducing their reliance on travel trainers, parents and carers
- 2 / 3 week programme

Interested? – Please let us know and we can explore next steps

Next steps

- College
- **Supported internships** - Supported internships can be a good way of having a study programme that helps a young person to get a job.
 - What makes supported Internships different is that most of the learning takes place at work. This means young people can 'learn on the job'.
 - LSEC run a supported internship in collaboration with NHS at Princess Royal Hospital, Bromley Mencap run a supported internship with a host employer
 - Opportunities are continuing to develop and expand



THIS IS NOT
GOODBYE



Annual review process and collage applications





WE'RE HERE TO HELP

- Pupils can typically remain at Riverside up until year 14 and will leave us the July after they turn 19.
- We know that moving on from Riverside can be a difficult time.
- We are here to help as much as we can and to signpost to others
- Please talk to us



Year 9

Year 9 transition review

New outcomes to be decided and set for Key stage 4. These are focused on preparing for adulthood pathways of:

- Community Inclusion - developing friends, relationships and sustainable networks of support
- Employment / Participation - opportunities to experience the world of work
- Developing Independence - maximising skills to live as independently as possible
- Good Health - maintaining good health and a healthy lifestyle

Preparing for adulthood headings are the focus of KS4 and 6th Form curriculum. Meaningful accreditation and qualifications are covered

Important to start thinking about long term aspirations and goals – Discuss these in Annual review

Please ensure your young person is invited to their annual health check with their GP at 14 years old. Please contact your GP about this

Year 10



Start of Key stage 4

- Curriculum focus will include accreditation – AQA unit Awards for all pupils. Entry Level Certificates for pupils in Orange and yellow pathways classes
- Start thinking about post 16 / post 19 options – Explore Websites, liaise with others
- www.natspec.org.uk – Details all specialist colleges in UK
- Important to think about location. Supports can be in place locally to enable young people to stay in their own community
- Continue to think about long term aspirations and goals – Discuss these in Annual review.

Year 11

- **Year 11 transition review will take place**
- New outcomes to be decided for Key stage 5 – 6TH Form
- Pupils can remain at Riverside until end of Year 14 (19 years old)
- Take time to consider suitable options post 16 / post 19 Explore Websites, liaise with others
- Attend open mornings and events
- www.natspec.org.uk – Details all specialist colleges in UK

Year 12



- **Start of Key stage 5 – 6th Form**
- Accreditation focus continues. Qualifications include Btecs for pupils in orange and yellow pathway classes. AQA unit Awards for all pupils
- Options subject is chosen for the year, different option each year in 6th Form
- **Important to attend open mornings and visits colleges, please refer to individual college websites**

Year 13

- All children's services will stop at 18 years old
- Where services are already in place or where support is needed, A Preparing for Adulthood social worker will contact the family for completion of the Care Act Assessment (assessment of needs) and aims to complete the assessment by 17.5 years of age
- The assessment considers the young person's eligibility for services post 18 and identifies and care and support needs
- **YEAR 13 Transition Review will take place - Summer term**
- New outcomes to be set for Post 19 provision
- College preference to be named in Year 13 review
- EHCP to be reviewed in detail within annual review to ensure it is fully reflective for the next provision
- **Complete application forms / Expressions of interests for colleges**

Year 14

- **Pupil's last year at Riverside School**
- Autumn term you will be sent a letter from your borough asking to state preference for post 19 provision
- The borough you reside within will consult with colleges in borough first.
- Colleges will consult on EHCP to state if they are able to meet need.
- Staying in borough enables young people to be educated in the community they are familiar with. These colleges will be the local authority's preferred provision
- College placements and funding is finalised by 31st March - You will receive a letter / email to state what provision has been named
- Pupils will be supported through transition process. This looks different for each provision. We are here to support every step of the way

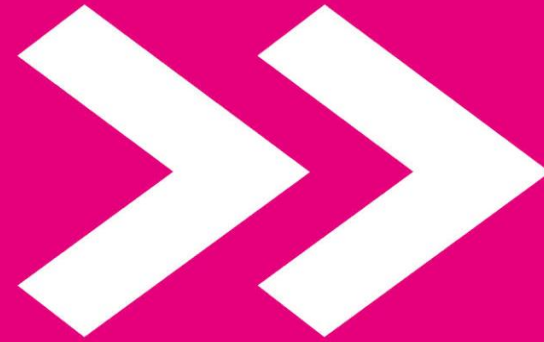
Local Colleges



Nido Volans – Bromley Campus, Bexley Campus, Lambeth Campus

Shaftesbury
Nash College

LONDON
SOUTH EAST
COLLEGES



The Nido Volans Centre

“Nido Volans”

- What does it mean?
- “Fly the Nest”

Discrete SEND Curriculum Offer

Two Pathways

- Independent Life
- Employment



Independent Life Pathway

- Personal Progression Pathway programmes
- Severe and complex learning disabilities
- Personalised timetables learners
- Programmes created to meet outcomes on EHCPs and aspirations

Personal Progression Pathway Options

Students choose

- Independent Living
- Travel Training
- English and Maths
- Personal and Social Development
- Art and Craft
- Gardening



Personal Progression Pathway Options

Students choose

- Woodwork
- Forest School
- Business Enterprise
- Performing Arts
- Music
- ICT
- Sport and Recreation



Employability Pathway

- Introduction to Work
- Employment Preparation
- Vocational Tasters (General and Multi-skills)
- Supported Internships
- NHS Supported Internships

Employability Pathway

- Introduction to Work
- Employment Preparation
- Vocational Tasters (General and Multi-skills)
- Supported Internships
- NHS Supported Internships

Introduction to Work

The main components include:

- Functional Skills (English, Maths, ICT)
- Personal Development, Behaviour and Welfare
- Travel training
- Creative
- Sport
- Catering and Customer Service
- Horticulture
- Manufacturing



Vocational Taster: General Pathway

The main components include:

- Functional Skills (English, Maths, ICT)
- Personal Development, Behaviour and Welfare
- Employability Skills
- Work Experience



Vocational tasters will include:

- Catering and Customer Service
- Digital Media
- Environmental Improvement
- Horticulture



Vocational Taster: Multi-Skills Pathway

The main components include:

- Functional Skills (English, Maths, ICT)
- Personal Development, Behaviour and Welfare
- Employability Skills
- Work Experience



Vocational tasters will include:

- Motor Vehicle
- Bricklaying
- Carpentry



Employment Preparation Course

Students choose between:

Catering and customer service, Manufacturing OR Horticulture

Then they study:

- Numeracy for work
- Personal and social development
- Employability skills
- ICT for work
- Work experience
- Tutorial



Any Questions?



NASH COLLEGE

BROMLEY



Croydon Road – Bromley – BR2 7AG

Nash College

Shaftesbury Nash College in Bromley is a specialised, accredited independent Further Education college for learners with moderate to profound physical and intellectual disabilities. We are offering a three year course and taking students from age 16.

Shaftesbury Nash College provides holistic education through a curriculum individually tailored to each student.

Our approach places a particular emphasis on 'Learning Through Living' – personalised learning, facilitating a range of communication needs, and supporting students in the community and with future vocational opportunities. The Course title is 'Skills for Adult Life'.

What are Skills for Adult Life?

All students are enrolled on the course but the course content is different

for everyone, depending on their needs and future goals.

We break down the 'Skills for Adult Life' into four curriculum areas and

add enrichment as a fifth strand:

- Shared Lives
- Health and Wellbeing
- Accessing Work/Volunteering
- Personal Development
- Enrichment

So, what happens over the three years?

The first term aims to give students the opportunity to show us what is important to them so we can help them find the best ways of demonstrating their skills and reaching their future goals.

As the course progresses, we support each learner to access a range of learning, living and work-based activities and placements, offering opportunities for students, families and carers to meet with a range of external placements, schemes and staff who could support them in the future.

Where possible, we want to be making sure those who support our students in the future, know the next steps for their learning and can support them to find the right learning, work and community-based opportunities.

We work in partnership to support and make sure destination plans are being followed in the first 12 months after leaving us. This really helps students retain the skills they have learnt.

The students study program is tracked and our evidence gathering system provides an overview of all the work students do towards exploring and finding the right opportunities to move on.

In Summary...

- Year 1

Knowing what is important to me now and in the future

- Year 2

Exploring and experiencing opportunities for future learning, living and work

- Year 3

Moving on and making it happen

Community Based Learning, Work Experience & Social Enterprise

At Nash College, some of our young people are becoming ready for the world of work or volunteering. It is our job to support them to develop the skills and knowledge they need to access careers and occupations for a fulfilling future. Trying new things can be daunting for some of our learners and we work carefully through an introduction process that provides familiar support when engaging in new activities.

As confidence grows, the support can be reduced or changed and the location of the activity developed.

We create on site work experience placements for our young people on their pathway to adulthood that are personalised to the skills and experiences our young people need, be it sensory or more formal.

Education Health Care Plan's (EHCP) and the importance of outcomes?

EHCP Outcomes are used by lecturers to build the personalised curriculum for our young people.

This is achieved by mapping outcomes to each of the four curriculum areas:

1. Health and Wellbeing
2. Shared lives
3. Accessing work, community schemes and volunteering
4. Personal Development

Each of these contain a number of “Step into Programs”.

Step into Programs provide the structure for personalising units of work.

Since learner EHCP outcomes drive the process, they must be **up to date** and relevant from when the student starts Nash College and throughout their journey with us.

How do we deliver the curriculum?

Once we have identified the most suitable 'Step into Program' for each curriculum area, we then identify the most relevant unit of work for each EHCP outcome. Short term learning intentions are built into the units of work for each student in each area.

NOCN accreditations

NOCN (National Open College Network) - this is a nationally recognised accredited qualification.

Nash College is an NOCN approved centre and offers a plethora of courses.

NOCN is an e-assessment platform that allows learners to sit an assessment required for their qualification. It is designed to adapt to individual needs, empowering learning to pursue their educational goals at their own pace.

95% of our students will be registered to do a NOCN Entry Level Award in Independent Living at Entry Level 1 to 3.

Upon completion of their work, the learners will receive an award/certificate at the end of the academic year.

Therapies

Staff specialisms are carefully integrated across the College, drawing together the therapy, education, care and medical teams. Our aim is to integrate the clinical recommendations made by our specialist teams into each student's everyday life.

Nursing & Medical	Provide quality medical support. All students have access to the nursing team who support, review, and identify learning in areas of Health and Wellbeing.
Occupational Therapy	Assess the student, their environment and the task they want to achieve. OT specialises in adapting each task, and making it achievable. OT train others to support students to increase their independence and problem solving skills. OT intervention focuses on sensory processing, functional skills development, advice around safe moving and handling and personal care, functional positioning and upper limb assessment.
Emotional and Wellbeing Sessions	College sessions are aimed at enhancing, supporting and improving a range of student's emotional wellbeing, through arts, crafts, music and leisure/sporting activities. Aligned with the NHS's 5 steps to mental wellbeing. The sessions are available to all and targeted where specific assessment indicates the students needs or would benefit from emotional support.

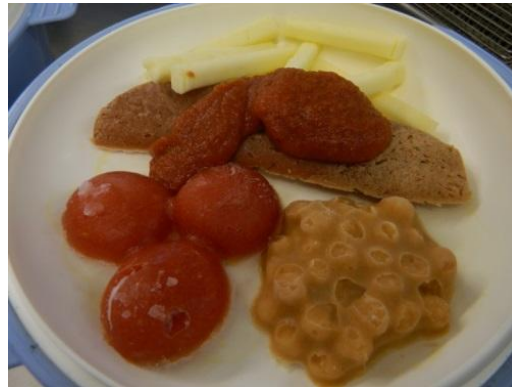
Therapies

Physiotherapy	Focuses on ensuring students are as independent as possible. Assessments are carried out to identify specific needs and individual programmes/recommendations are provided. This could include postural management through alternative positioning, exercises, various physical activities, passive ranging/stretches or accessing specialist equipment. Students are supported with community-based learning and when required activities like horse riding and swimming.
Relationship & Sexual Education	Encourages students to gain a better awareness of themselves and their environment. Enable students to manage their emotions and behaviours and to develop their understanding of sexuality, social awareness, and personal identity.
Speech & Language	Enable students to communicate their choices/preferences, needs, and opinions for functional communication by whatever means they are able to do so. Objects of Reference, real objects, photos, symbols, PECs, communication books, switches and Voice Output Communication Aids (VOCAS) that can also be controlled by eye movements for those with complex physical limitations are used to support individuals.

Eating Well

The clinical dietetic service used at Nash College provides advice and support for students with issues including enteral feeding, weight management, oral nutrition support and special diets.

Our catering team do their utmost to make food delicious and safe for each student. For those with differentiated diets, staff have developed techniques to mould food to look like solids.



Entry Requirements

Nash has no formal entry requirements, other than evidence that the applicant requires the type of provision we offer.

Students attending the college would not normally be able to access a mainstream college provision.

Admission is based on:

- Clear identification of needs & predicted progress.
- Clear identification that the college can meet these needs and the curriculum will support the desired progress.
- Successful application for funding via the student's home local authority.

What Happens Next

Make your next choices clear at your last school review and inform your Local Authority SEN coordinator.

Registration of interest received at college

Once consultation is received from borough, Nash makes a provisional offer if we can meet needs.

Nash makes a provisional offer

Local Authority will consider parental preferences but may consult with more than one setting

Borough takes to panel and if funding is agreed, your young person will be invited to a link session at the college.

Routes to Employment

New Course

Shaftesbury Nash College is expanding. Our new Routes to Employment course is designed to support young people who want to enter the world of work.

We know many young people with disabilities want to access employment – our new course will help them develop the confidence, knowledge and skills they need.

Learning will be delivered through a mix of classroom and practical sessions, with support tailored to each student's needs and aspirations.

Over the length of the course, students will have the opportunity to apply the skills they have learned through internal work experience or placements with external partners.

Based in the Greenwich Peninsula, at the heart of a vibrant and creative community, our college site is not just a place to learn; it is a place to have fun with access to all that Greenwich has to offer.

Bromley **0-25 Service (social Care)**

Mark Smith - 0-25 Head of Service
mark.smith@bromley.gov.uk

Chris Gorman– Team Manager,
Preparing for Adulthood Team 0 -
25 Service
chris.gorman@bromley.gov.uk

Pel Ahmet- Specialist Information
Officer
pelin.ahmet@bromley.gov.uk





0 – 25 SERVICE

SOCIAL WORK FOR
CHILDREN WITH
SEVERE/PROFOUND
NEEDS

SHORT BREAKS

OCCUPATIONAL
THERAPY

PREPARING FOR
ADULTHOOD (PFA)

SOCIAL WORK TEAM

Specialist social workers with knowledge and skills in working with children with disabilities and their families

Organising support/care packages, Children Looked After, High level Child in Need (CiN), Safeguarding and the completion of assessments.

SHORT BREAK PROVISION

Short breaks can be accessed via an [On Line Assessment](#)

Developing the offer for all children and young people, including improvements for young people 14-25

Review the children receiving short breaks. As and when specific issues arise regarding complexity, they can be transferred to social workers.

OCCUPATIONAL THERAPY TEAM

Some of the areas that social care occupational therapy will assess:

access to and from the home

access within the home, to a bedroom, washing/toileting facility, to a family room or lounge

for managing more easily at home (such as moving and handling)

PREPARING FOR ADULTHOOD (PfA) TEAM

Working with young people, from 17-25. PfA work should be starting from at least 14 years of age

Child social care workers will remain with case responsibility up to 18 when the PfA workers would take over full case responsibility

Completion of Mental Capacity Assessments from 16 year of age

Financial Assessments from 18 years of age

Independent review of 0-25 Service

- Service been running for 2.5 years
- Review staff resources/way we work to support earlier planning
- Develop the way the Local Area works together to support greater independence and more pro-active planning for the future ; i.e. Wood Lodge/Outreach Support/Local College Options/Employment Opportunities
- Need more opportunities targeted for 16-25 year olds
- Support people locally, develop a circle of friends, develop skills in Bromley/surrounding area
- Pro-active planning/commissioning for the future; i.e. supported living options

Preparing for Adulthood – Practical Changes



KEY TRANSITION CHANGES:



Legislation change at 18, Care Act Assessment



Financial Assessment



New workers



New provisions

Cultural Changes

Key cultural changes:

Greater focus on young person

Still respecting views of parent/carers

Focus on life skills/social functioning

Strength based approach; how can we develop independence

Recognise risks

Adult Social Care Support for Young People aged 16 – 18 yrs

Aged 17

- A Care Act assessment will be offered to a young person who is likely to have support needs when they turn 18.
- The PfA social worker will contact the family for completion of the Care Act Assessment (assessment of needs) and aims to undertake the assessment by **17.5** years of age.
- The assessment considers the young person's eligibility for services post 18 and identifies and 'care and support' needs.
- Where a young person is not eligible for care and support within the PfA team – the young person will be given information and advice about alternative sources of support or signposting e.g. to Bromley Well or other community partners.

Note: During the assessment process together we will discuss the options available, with the aim for these to be available when the young person reaches 18 years of age.

An adult meets the eligibility criteria

Their inability to meet their needs independently is caused by a physical or mental condition or impairment – (this includes - physical, mental, sensory, learning or cognitive disability or illness, including acquired brain injury).

As a result of the adult's condition, they are unable to achieve (meet) two or more specified outcomes (i.e. their needs)

Consequently, there is or is likely to be a significant impact on the person's well-being:

An adult is to be regarded as 'being unable' to achieve an outcome if the adult

Cannot achieve the outcome without help: By help we mean assistance, this can include everything from physical support like direct assistance to cross roads safely, to simply prompting or encouraging e.g. some adults may be physically able to wash or eat, but due to cognitive deficits need prompting to do so regularly or encouragement to complete effectively.

Being unable, can include them being able to achieve the outcome independently, but in doing so causes them significant pain, distress or anxiety.

Includes them being sometimes able to achieve the outcome independently, but in doing so it endangers, or is likely to endanger the health or safety of the adult or others.

Includes them being able to achieve it without assistance but takes significantly longer than would normally be expected.

Outcomes for adults with care and support needs

Managing and maintaining nutrition

Maintaining personal hygiene

Managing toilet needs

Being appropriately clothed

Being able to make use of the home safely

Maintaining a habitable home environment

Developing and maintaining family or other personal relationships

Accessing and engaging in work, training, education or volunteering

Making use of necessary facilities or services in the local community, including public transport, and recreational facilities or services

Carrying out any caring responsibilities the adult has for a child.

Wellbeing

personal dignity (including treatment of the individual with respect)

physical and mental health and emotional wellbeing

protection from abuse and neglect

control by the individual over their day-to-day life (including over care and support provided and the way they are provided)

participation in work, education, training or recreation

social and economic wellbeing

domestic, family and personal domains

suitability of the individual's living accommodation

the individual's contribution to society

Financial assessment

Will be discussed during the assessment period

Local authorities must inform individuals that a financial assessment will determine whether or not they pay towards their care and support, but this must have no bearing on the assessment process itself

Social Care Support for Young People aged 18 + yrs

Aged 18

- Services or funding from the Children's Disability Service will continue to provide services (if available) until a decision is made on eligibility under the Care Act.
- Decisions of the Care Act Assessment will dictate agreed actions and ongoing short breaks/respite/day opportunities which should now be in place with visits to centres and services complete.

Social Care Support for Young People aged 18 + yrs

- PfA Social Workers with a focus on transition work with the young person whilst they have an EHC plan and are responsible for supporting the young person whilst in education and organising support for the next stage of their life post education
- Social Workers will attend college reviews – working with the young person to understand the future plan, whilst working closely with the family in supporting the outcomes for the young person – such as supporting at home, moving into supported living placement or appropriate placement.

Note: Once a young person is settled with a care package/appropriately placed in a provision, the young person will be supported by the wider adult team and reviewed annually. Any unanticipated significant change in needs would prompt an earlier review of their needs.

Bromley Learning Disabilities and Difficulties Adult Day Services

December 2023



Facilitating Bromley Scope



Choice Support



Saxon Day Centre



Passionate About People

PfA Project

Pel Ahmet –
Who am I?

Project
Duration: 6 –
12 months

Outcome: To
improve the
menu of day
opportunities

Co-production:
need to engage
young people,
parent/carers
and providers

Leyla's Journey into Adulthood





PREVIOUS SURVEY FEEDBACK

What type of short breaks would you like to see developed for young people within transition age group (14-25)?

- Key Skills developments/Develop Independence, that are also aspirational
- More age appropriate activities (also considering abilities and interests)
- Emphasis on fun/making friends
- Community based activities
- Career Advice/Work opportunities
- Specific mention of sports, dance, drama, art, cooking
- Timing varied, but included weekends, over night stays, holidays, evenings and opportunity for virtual online forums

Where can I find out about support for teenagers and young adults aged 14-25?

- Bromley Local Offer for Young People
www.young-sendmatters.co.uk
www.bromley.gov.uk/LocalOfferPreparingforAdulthood
- School, college or Sixth Form
- 0-25 Children and Young People with Disabilities Service (PfA)
- IASS
- Bromley Well & Bromley Mencap



Questions and Answers

Thank
you!

We're here
TO SUPPORT
YOU



Your feedback is important to us



<https://forms.gle/3B2PrQptPruXndMV8>