



Developing a workforce that can deliver person-centred outcome focused EHC plans

The implications for workforce development are significant, as the SEND reforms represent a change not just in process but also in thinking about outcomes, co-production, and what it takes to support young people to move into adulthood with ordinary lives. This section is a summary of what plan co-ordinators, professionals, schools, colleges and other post-16 providers need to know and do.

This section also includes approaches that can help scale up change and transfer statements and LDAs to EHC plans. The term 'workforce' here means everyone who will be involved in transferring statements and LDAs into EHC plans, and this includes families. The workforce suggestions here would need to be embedded within the wider workforce strategies for health, education and social care.

There are some core common elements that everyone involved with young people and families need to know. Here is a summary:

What everyone needs to know and be able to do

Know:	Be able to:	How?
The difference in ethos and practice between statements, LDAs and EHC plans	Demonstrate co-production in all areas of their work	<ul style="list-style-type: none"> • Co-design and deliver training in the principles and practice of co-production with young people and families • Create a 'co-production charter' describing how everyone needs to work within the ethos of co-production. Review how this works in practice on an annual basis • Provide resources about co-production – such as the film 'No more throwaway people' and the PfA co-production film • Make this an agenda item in supervision and team meetings to ensure everyone really understands it and can share examples of how this impacts their work

<p>National best practice and the evidence base in relation to helping young people prepare for adulthood</p>	<p>Talk to young people and families with confidence about what is possible nationally and what works. Share stories and examples</p>	<ul style="list-style-type: none"> • Make this information available in a variety of ways through posters, fact sheets, digital storytelling and resources on intranets • Test that staff can do this, for example by starting a meeting asking people to share a minute story of a young person having a paid job etc, do a true/false quiz about the facts and evidence • Use the Pathways to Getting a Life
<p>What is available locally</p>	<p>Share information about the local offer with young people and families</p>	<ul style="list-style-type: none"> • All local areas will have information about the local offer • Find ways to help staff know about it through posters, summaries, and checking their understanding in team meetings and supervisions
<p>What person-centred practices are and how they can be used within health, education and social care</p>	<p>Use person-centred practices in their role. Share examples of best practice</p>	<ul style="list-style-type: none"> • Develop their own one-page profile • E-learning in person-centred practices • Training in person-centred practices • Include person-centred practices in induction • Use team meetings to support staff to improve their confidence and competence • Invest in having accredited trainers in person-centred practice within existing training teams

Plan co-ordinators.

Plan co-ordinators, as their title suggests, have the central role in co-ordinating the plan, and ensuring that there is support in place (for example independent supporters) for the young person and family.

Manchester have developed a robust set of plan co-ordinator competences. They invested in training plan co-ordinators in person-centred practices and in how to facilitate person-centred reviews. Here is a summary of what plan co-ordinators need to know and do, in addition to the core elements, and options to achieve this by building it into workforce development planning.

Know:	Be able to:	How?
Know what is required for an EHC plan to be compliant.	Evaluate whether an EHC plan has sufficient information.	<ul style="list-style-type: none"> • Attend sessions on this guidance • Use the table in this guidance as a way to check compliance
How specific person-centred practices contribute to the information required in EHC plans	Use person-centred practices. Coach and support others in using person-centred practices	<ul style="list-style-type: none"> • Develop their own one-page profile • E-learning in person-centred practices • Training in person-centred practices • Finding people coaches and mentors in person-centred practices
How to facilitate the Preparing for Adulthood review, and how to ensure that everyone is fully prepared. The difference between good and poor outcomes.	Confidently facilitate the Preparing for Adulthood review in a way that keeps the young person at the centre; ensure that everyone feels heard, resulting in outcomes that deliver aspirations.	<ul style="list-style-type: none"> • E-learning • Training in person-centred review/Preparing for Adulthood review. • Make the best practice standards for the Preparing for Adulthood reviews available and use them to evaluate performance and progress • Training in developing outcomes • After training, co-facilitate reviews until plan co-ordinators feel confident

Professionals

The job of professionals is to generate a summary of the young person's needs, what is working and not working from their perspective, and to recommend outcomes and provision that reflect Preparing for Adulthood. This has to be shared with the family before the review and written in everyday language. The reforms require more focus on co-ordinating assessments.

Professionals in Hertfordshire were helped to understand the change in their role, and to follow examples of raised expectations and the local offer by participating in Living Live.

Know:	Be able to:	How?
How to write summaries that families can understand, under the relevant headings	Write summaries of the statement of need, and what is working and not working from their perspective, and recommendations in relation to the PFA outcomes	<ul style="list-style-type: none"> • Co-develop with families a shared understanding of what great summaries look like • Developing and sharing best practice examples • Getting feedback on summaries completed
The process of the Preparing for Adulthood review	Contribute information to the relevant sections and support developing outcomes to achieve aspirations	<ul style="list-style-type: none"> • Clear information about the process of the Preparing for Adulthood review, and their role • Discussion and feedback with the plan co-ordinator after reviews

Post-16 providers

The SEND reforms require post-16 providers to develop personalised study programmes that lead to employment, independent living and community participation outcomes for all young people. They need a shared vision that promotes the development of personalised 5-day offers. As young people will have personal budgets as well, they need to be able offer costed options which young people will want to buy and which relate to their aspirations. Post-16 providers learned what young people leaving school wanted and needed by participating in Working Together for Change in Manchester and Living Live in Hertfordshire.

Know:	Be able to:	How?
How to develop a range of costed options that directly relate to young people achieving the Preparing for Adulthood outcomes	Design options that support young people to achieve their outcomes	<ul style="list-style-type: none"> • Participate in Working Together for Change to identify what young people want • Co-produce a range of options and implications for the workforce
The person-centred practices that contribute to young people achieving their identified aspirations and outcomes	Use one-page profiles and work with young people to update them, and build person-centred portfolios or CVs for employment	<ul style="list-style-type: none"> • Develop their own one-page profile • E-learning in person-centred practices • Training in person-centred practices • Finding people coaches and mentors
The process of the Preparing for Adulthood review	How to contribute to annual Preparing for Adulthood reviews for young people they support.	<ul style="list-style-type: none"> • Clear information about the process of the Preparing for Adulthood review, and their role • Discussion and feedback with the plan co-ordinator after reviews

Schools

The greater the investment in embedding person-centred practices within the school and curriculum, the easier it will be to develop sections of the EHC plan, and contribute to the Preparing for Adulthood reviews. There are examples of special and mainstream schools where every child has a one-page profile and a range of person-centred practices has been introduced.

Know:	Be able to:	How?
<p>What one-page profiles are and how to develop and update them for all young people as part of the school year and curriculum. What 'good' looks like for one-page profiles</p>	<p>Introduce one-page profiles for all young people in ways that reflect their abilities, and invite families to contribute. Use them within the classroom and curriculum. Check that they reflect the standards for one-page profiles</p>	<ul style="list-style-type: none"> • Learn from schools who have done this – a range of materials and videos are available (www.personalisingeducation.co.uk) • Support teachers and school staff to develop their own one-page profile as part of the process of learning about them. • Invest in programmes for teachers across the local authority • Identify champion schools who have made progress and can support other schools, as Stockport LA have done • Use posters on one-page profiles, good practice examples
<p>The process of the Preparing for Adulthood review</p>	<p>How to organise and contribute to annual Preparing for Adulthood reviews</p>	<ul style="list-style-type: none"> • Clear information about the process of the Preparing for Adulthood review, and their role • Discussion and feedback with the plan co-ordinator after reviews
<p>The range of person-centred practices that can be used throughout the school to create a strong 'person-centred' ethos</p>	<p>Use person-centred practices, within the day to day life of the school, with young people and staff</p>	<ul style="list-style-type: none"> • Share and use the range of free resources available • Learn from schools who have done this – a range of materials and videos are available. • Invest in programmes for teachers across the local authority, and use twilight sessions and inset days • Include in the school development plan

Build expectations and skills in co-production

The SEND reforms require a fundamentally different way of working together, with the young person at the centre, working together with families to achieve outcomes that make a positive difference.

This means changes for families and young people – seeing themselves as full partners in decision-making and feeling confident and equipped to do this.

This requires changes in attitudes, skills and processes across education, health and social care. It means providing a good understand of capacity and consent, the Mental Capacity Act and best practice in supported decision making. Advocacy and self-advocacy support need to be available to young people with more complex needs. Everyone at every level needs to have the conversation about what they need to do differently, to make co-production a reality.

Working together with Parent Participation groups, ideas could include:

Reviewing meetings – the purpose of them, who is invited, and how to make sure that the voices of young people and families are heard.

Reviewing processes - how could these be more transparent for parents and carers, what are the opportunities to involve people and what is the best way to do this

Reviewing how information is shared – what information do young people and families want and need, and how can we co-produce this with them?

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