

Informing the Preparing For Adulthood Strategy in Thurrock

Thurrock Coalition – March 2018



Preparing for Adulthood – 4 Key Outcomes

Four key outcomes have been identified and prioritised by young people nationally as the most important outcomes they want and need when talking about and planning for adulthood and the future.

These four outcomes are:

- Independent living/housing
- Employment
- Good health
- Family, friends/relationships and involvement in the community

How we engaged

- Parents, family members, carers
- 2 groups of young people aged 16-17 at Treetops School with SEN and/or various impairment types
- Professionals working in the sector with relevant knowledge, skills and experience of at least one of the 4 key domains of Preparing For Adulthood.
- Online survey/Facebook boost – by client group – also to gather SENCo views and other stakeholders.

Thurrock Coalition - A Solution-focused approach to Consultation and engagement

In trying to make sure that this planned approach works for people Preparing For Adulthood, the consultation and engagement workshops were carried out using a solution- focused methodology.

Rather than being told about something and asked their opinions or being asked what problems they had, they were asked to talk about:

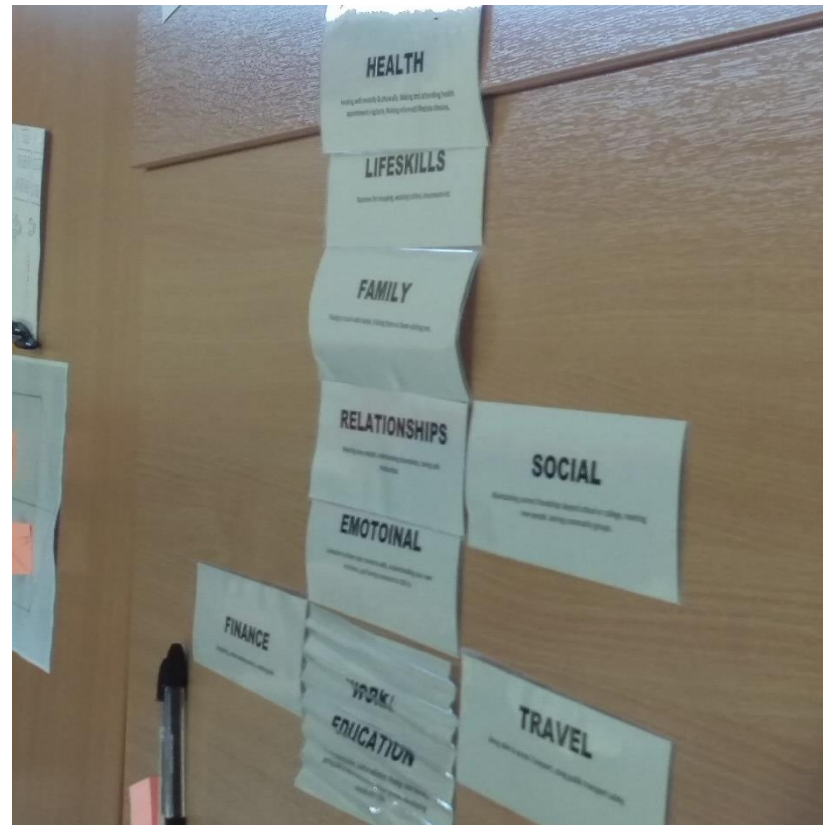
- What they hoped and expected for the future; and
- Where they expected to go to get support, advice and information in their communities.

The Priorities of Preparing for Adulthood

Group A1



Group A2

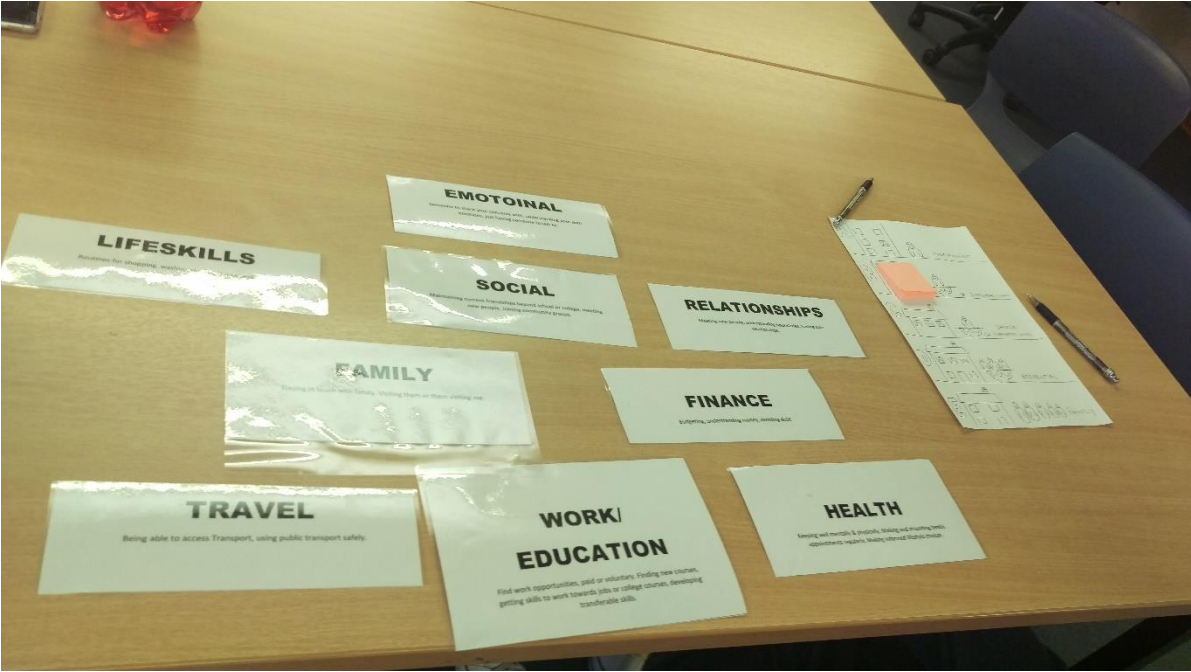


Treetops – Group B

Group B1



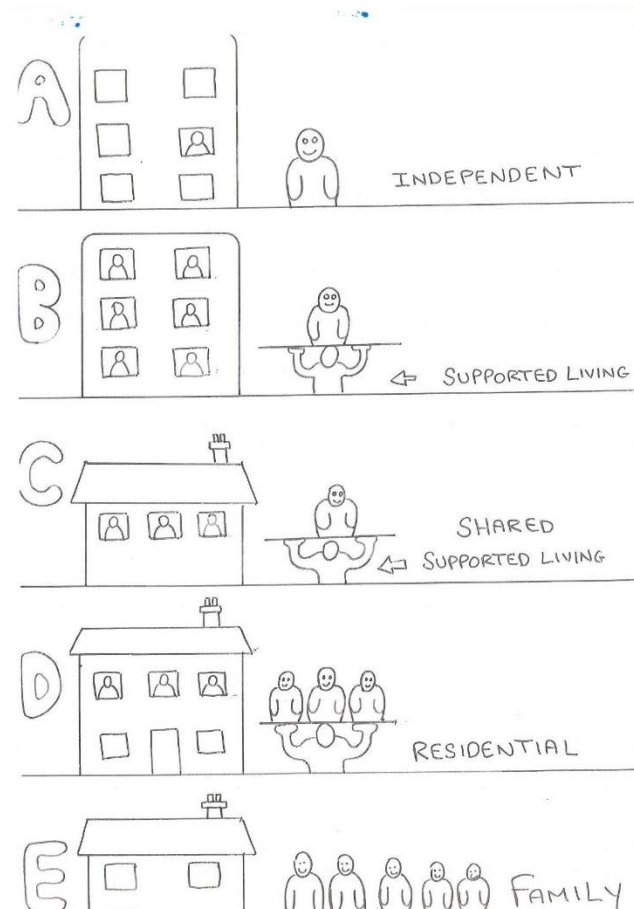
Group B2



Views of individual young adults - Independent Living – Question Set

- Imagine a life where you are able to live as independently as possible.
- What does independence look like for you?
- **Where would you like to live?**
- **What does it look like?**
- **What help would you need?**

“Where would you like to live, and how old do you think you’ll be when you live there?”



- Group A: 31 individuals
- Group B: 6 individuals



Independent
Living means
living on your
own

Shared Supported
means living
together with people
and having support
overnight

Residential means a
residential home
where you have your
own room and pay
rent

Supported Living
means having
someone nearby

What does it all
mean?

Family means
living at home

Independent living – Treetops Group A

Setting	Age 17-19	At age 20	At age 21-22	At age 25	At age 28 - 30	At age 35	Total
A – Independent Living	3	4	1	3	3	1	15
B – Supported Living	1	1	1				3
C – Shared Supported Living			2				2
D – Residential							0
E - Family	2	7	1	1			11
	6	12	5	4	3	1	31

Independent living – Treetops Group B

Setting	Age 17-19	At age 20	At age 21-22	At age 25	At age 28-30	At age 35	Total
A – Independent Living		4					
B – Supported Living		1					
C – Shared Supported Living		1					
D – Residential							
E - Family							
		6					6

Views of Parents, family members and Carers

Choices

Communication

Be part of
it, be
involved

Arranging
before being
forced to

Independent
Living

Happy,
healthy
& safe

Able to follow
instructions &
the steps
involved

Consider
the parent's
age also

By the time
they're 25

Independent Living – Views of Professionals

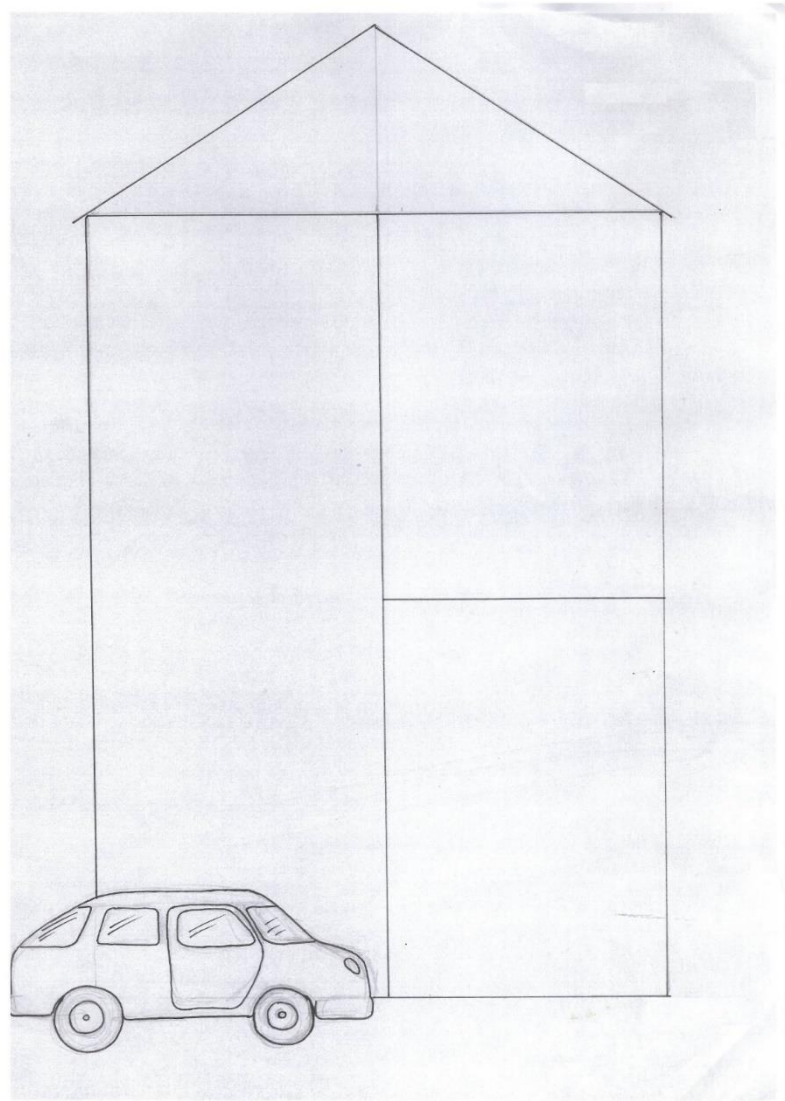
**“At 17 years old:
Important to have choice – it
needs to be an informed choice -
what is on offer?”**

**Most will want to live
independently - need to be
supported living first for some.**

**Some may want to stay with
family, depends on previous life
experience and relationships.**

Not many would say residential.”

**Differing choices (personalised).
Family concern-having control of
transition.**



**At 16-17 years old:
Living at Home**

**At 18-19 years old:
Shared Supported
20 – 30years +:
Independent Living**

**Having options – able to change their own
mind.**

Depends on the young persons needs.

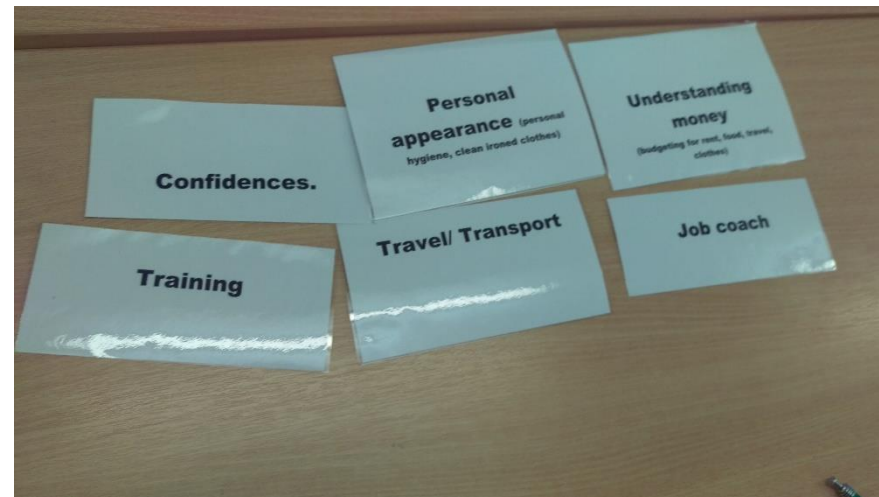
Independent - not living with parents.

**At 30:
Independent supported. Family up until 30 years old**

**Support
Thinking, starting early.
Avoiding crisis**

Employment – Question Set

- Imagine a life where you are able to access, make use of and be supported to find and stay in a job/training opportunity.
- Think about things like:
- **What kind of job do you want?**
- **The Skills you might need to find, get to, and keep a job**



Employment – Treetops Group A

- What would you like to do after you leave school?

Where?

More support

College – *

Work - *

Voluntary - *

Other

The Best thing about getting a Job

- Having new experiences
- Meeting new people
- Starting low and building up
- Learning something
- Starting on a placement

- Where would you like to work?
- What Skills would you need?

In a pub

- Cleaning tables
- Washing up
- Health & Safety
- Being friendly to customers
- First aid
- Money
- Maths

In a shop

- Stacking shelves
- Health & Safety
- Being friendly to customers
- First aid
- Money
- Maths
- Making notes

Employment – Treetops Group B

- What would you like to do after you leave school?

After school, I want to

- Get a job as a teaching assistant working with young children. I have work experience at Woodside
- Get support with Housework, cooking, reminding me each day
- Work as a:
- ICT Programmer
- Lift Engineer, after I get my PEO Certificate
- Shop Assistant – in a clothes shop

- Where would you like to work?
- What Skills would you need?

To get a job, I would need

- Travel training, to get the bus
- To go to Lakeside
- Have a Plan B
- Life Skills
- Cooking, Washing up & shopping

Where would I find out about a job?

- Adverts
- Job Centre and Agencies
- Shop windows
- Online

Parents, family members and Carers

Courses

Learning never stops

Should focus upon strengths

Hard to find something that fits

After school – college, employment

Social Aspect

Gives purpose

Too much focus upon functional skills

Too much focus upon “progression”

2 way awareness of Reasonable Adjustments

Parents, family members and Carers

Choices

Consider job types

1-1 support

Support with communication, sociality, awareness

Employment

Travel

Employer's knowledge & understanding of ability

Need to be punctual, committed, pleasant, clean, tidy, hygienic, work ethic

Relevance of money – value of work – savings, budgeting

After School – College, Employment – What happens next? - Professionals

Public Services,
Police, Fire Service

I.T. Gaming,
using computers,
communicating online

College/
Further Education

Apprenticeships

Catering/Chef,
Car Mechanic,

Job Centre
and The
Beehive

Retail,
hairdressing,
shops, Working
with animals

Get a paid
job for the
money

Carry on in
education

Have a plan
re: the job
they want to
do



Think they
can't do
anything

Want a job or
to volunteer
helping others

Do nothing

Skills they will
need:
Most think
English & Maths
is a key skill
Life skills

Money skills
Family
connections
Benefits

Job coaching,
travel training,
Lakeside

Presentation,
hygiene, dress
code

Top 3 jobs:


- I.T.
- Working with animals
- Catering
- Retail

Good Health – Question Set

- Imagine a life where you are able to access, make use of and be supported to have the best possible health and well-being.
- What has to happen to make sure that you have all the **information** and **support** you need?
- Managing my health and wellbeing as I move towards adulthood
- Getting the right information to be able to lead a good life



Lots of
exercise



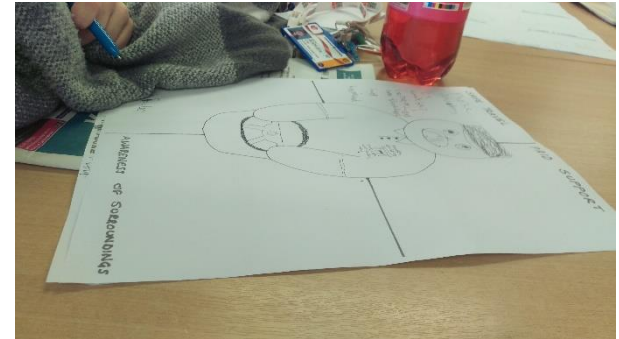
Playing
Football



Healthy
Eating

Friends, relationships and community – Question Set

- Imagine a life where you are able to make a positive contribution to the community in which you live.
- I spend 10 hours asleep, 4 hours meals/eating –
- How I spend the remaining 10 hours?
- Having an active social life
- Spending time with friends/peers outside school/college
- Developing and maintaining friendships and relationships
- Building my confidence
- Enjoying safe access to the community
- Spending time alone



Community and Activities at home

- How do you spend your time outside school?
- Drama
- Drums
- Football
- DJ'ing
- Console/Gaming/YouTube/Ipad/Online
- The Park
- Animals, chickens
- Train set

Having
someone
to talk to

Feeling
happy and
safe

Organising
events

Helping
people

Knowing
where you
live

Knowing the
people in the
local area

Parents, family members and Carers

Family at the
Centre

Choices

Routines,
hygiene,
appearance

Broad base
supports
everything
else

Familiar –
home/local
area

Community &
Relationships

Family – fed,
clothed,
safety,
transport

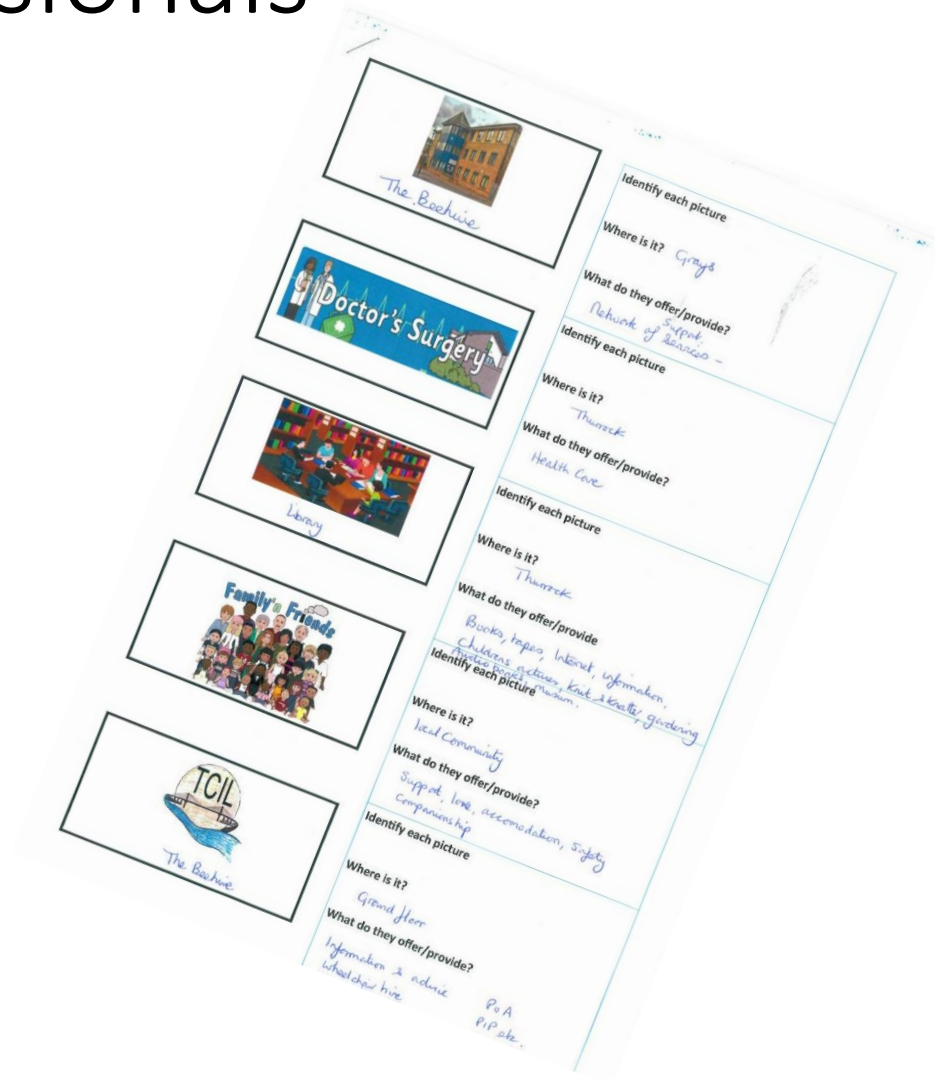
Work &
college –
feeds
knowledge

Present as more
able – more
vulnerable – get a
balance

Isolation vs
choosing time
alone –
recognising this

Road and
community safety
with support,
travel

Community & Relationships – Views of Professionals

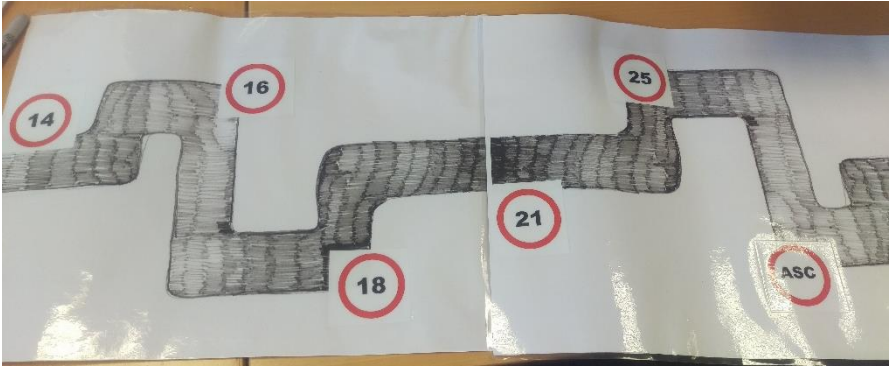
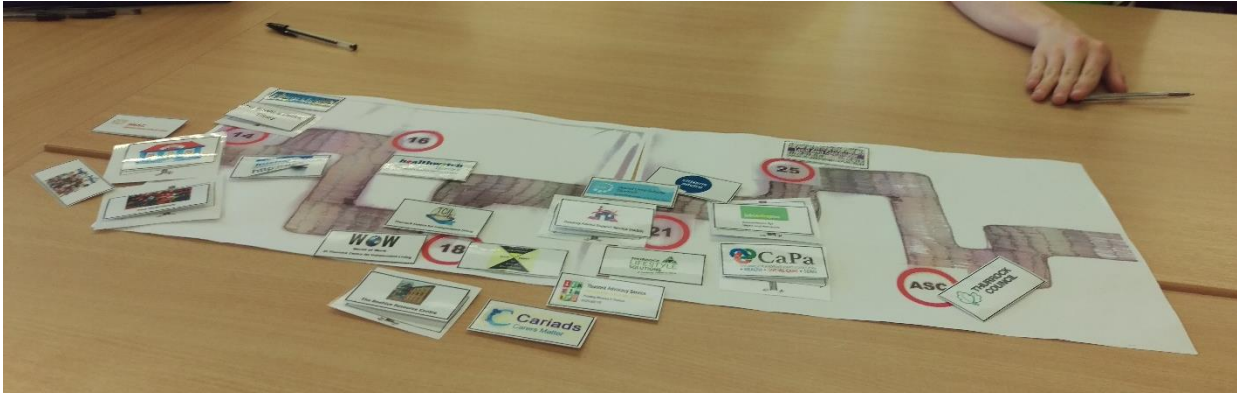


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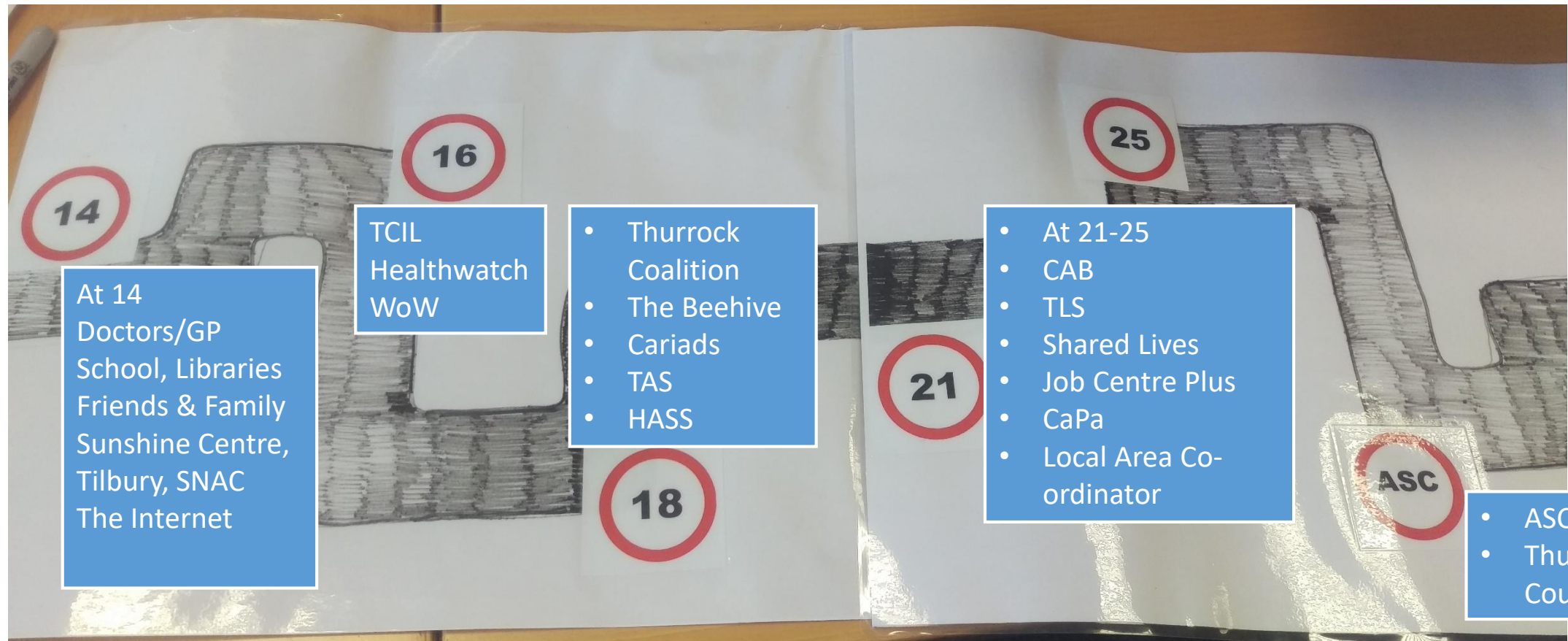
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The Roadmap to a Good Life



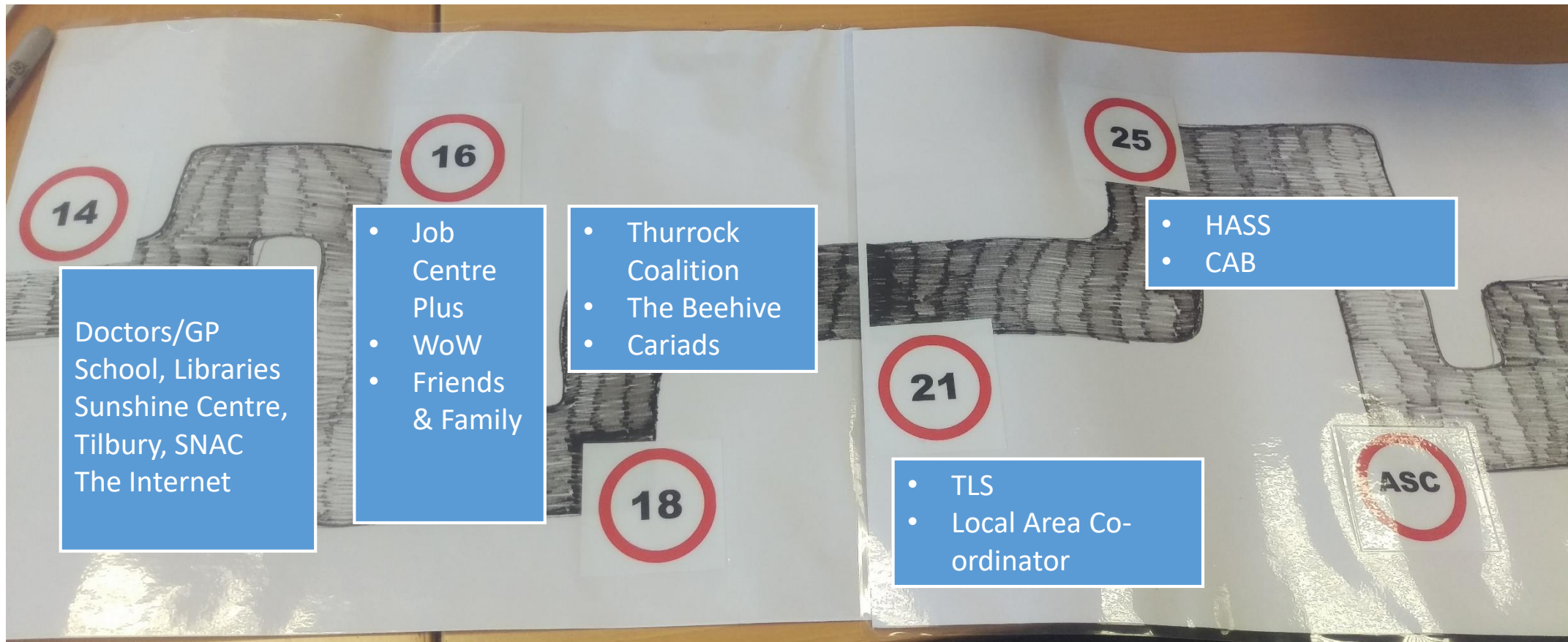
The Roadmap to a Good Life

Group A1



The Roadmap to a Good Life

Group A2



The Roadmap to a Good Life – Group B





Next Steps...

- The views, input and feedback from all 4 workshops will be consolidated.
- Thurrock Coalition will produce an Engagement Report and Recommendations to inform Thurrock Council's Preparing for Adulthood Strategy.
- The Report will be made available via: <http://www.thurrockcoalition.co.uk>