



Hampshire County Council:

Checklist for Annual Reviews from Year 9 (Preparing for Adulthood)

Name	Year Group	
Action	Complete	Notes
Young Persons Voice.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Parent/Carer Voice.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Other professionals working with the young person views and feedback.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Career Development Opportunities.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Vocational Profile.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Careers Interview.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/> Post 16 <input type="checkbox"/>	
Explore Post 16 options.	Year 9 <input type="checkbox"/> Year 10 <input type="checkbox"/> Year 11 <input type="checkbox"/>	
New EHCP outcomes reflect PfA pathways and CYP voice.		If this is a closing review utilise: Final-Annual-Review-Guide-July-2020.pdf (ndti.org.uk)
Additional provision is identified as part of PfA outcomes.		
Referral to Independent Futures Team if required.		[undertaken 14 years - 17.6 years if required]
Relevant moving on information provided.		[What links to external agencies have been provided]
Post 16 Transport [if required]	Annually at Post 16	https://www.hants.gov.uk/educationandlearning/schooltransport/school-providers-centres



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Further Guidance:

The transition into adulthood is a critical time for all young people, especially those with special educational needs and disabilities (SEND). The Year 9 Annual Review is a pivotal moment in this journey, providing an opportunity to set the foundation for successful adulthoods. This checklist is designed to guide SEN and educational professionals in conducting comprehensive, person-centred reviews that align with the statutory requirements outlined in the Code of Practice, 2015.

By focusing on the aspirations, interests, and needs of each young person, we can ensure that their Education, Health, and Care (EHC) plans are ambitious and tailored to support their journey towards greater independence, employability, community inclusion and overall health and well-being.

This checklist provides an overview of the key considerations before, during and after Annual Reviews from Year 9 onwards. Each part of the checklist also links to a 'further information' page, allowing you to explore further guidance and best practice.

It is important to consider these areas when reviewing progress and setting new outcomes to ensure preparation for adulthood is considered throughout the whole review process.

'Being supported towards greater independence and employability can be life transforming for children and young people with SEND. This support needs to start early and should centre on the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions' –
SEND Code of Practice, 2015

Remember, these reviews are about more than paperwork—they support young people to take their first steps into their futures, so it is important to prioritise their well-being and personal development.


Transition Reviews.

The SEN Team must ensure all young people due to move education setting from school to college, from special school to college (or changing college placement / going to work) in Year 11 (and 11+) have a placement named in their EHC plans by the statutory deadline of 31st March.


In order to support this, they ask all settings to complete this task as soon as possible, and preferably by the end of the summer term prior to the planned move.

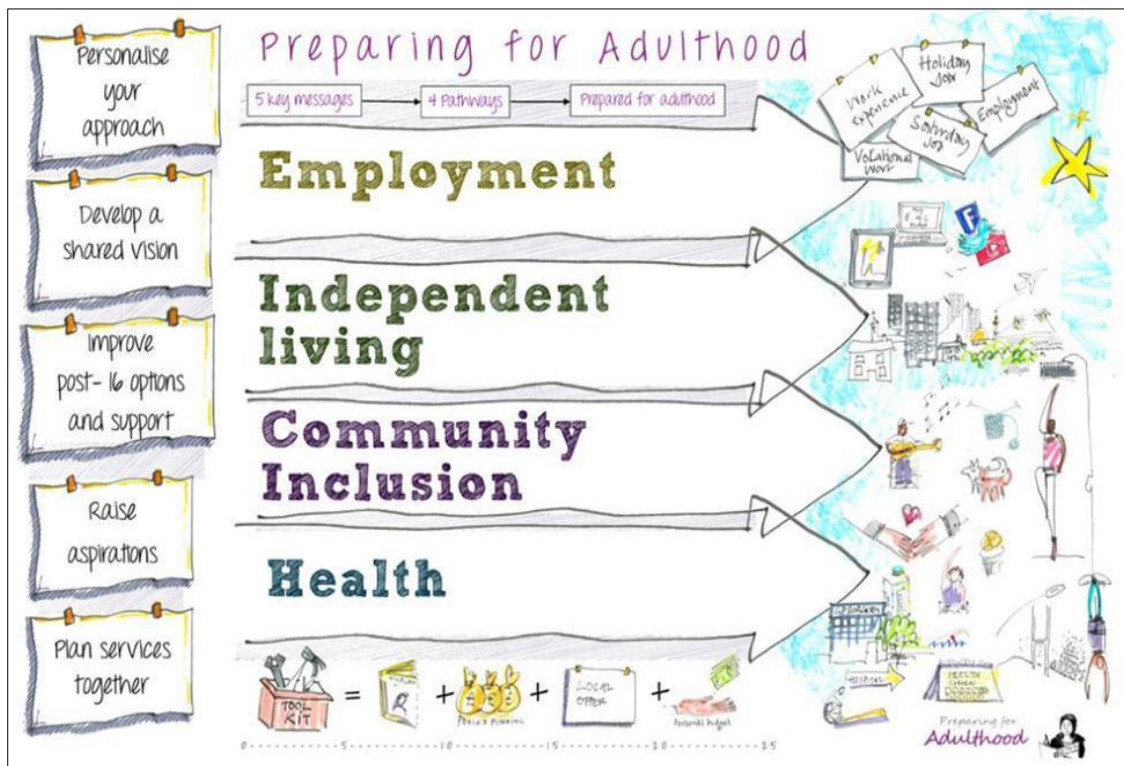


1. Preparing for the Annual Review

Action	Further Information	Complete
Careers Interview and Aspirations	<p>Careers Interview: Has the young person had a careers interview? This interview provides valuable insights into their aspirations for the future. It helps us understand their interests, goals, and potential career paths.</p> <p>Reflection: Consider what the young person shared during the interview. Are there specific careers they are passionate about? Any emerging patterns or themes?</p> <p>Careers guidance and access for education and training providers (publishing.service.gov.uk)</p> <p>SEND The Careers and Enterprise Company</p> <p>Pathway in to Paid Work Graphic - NDTi</p>	<input type="checkbox"/>
Vocational Profile	<p>Vocational Profile: Has a vocational profile been started with the young person? This profile highlights their existing skills and knowledge, as well as any gaps that need addressing.</p> <p>Vocational Profile - NDTi</p> <p>Skills Gap: Take note of the skills and knowledge areas where the young person may need additional support. How can we bridge those gaps to help them achieve their aspirations?</p> <div style="text-align: center;">  HCC SEND Version Employable Me (4).pd </div>	<input type="checkbox"/>
Gathering Views and Strengths	<p>Views Gathering: How have the views of the young person been gathered? It's essential to involve them actively in the process. Have we provided adequate time and support for them to express their wishes and aspirations?</p> <p>Strengths-Based Approach: Let's focus on their strengths. What positive qualities and abilities do they possess? How can we leverage these strengths to support their journey?</p> <p>One Page Profile - NDTi</p> <p>Person Centred Annual Review Guidance</p> <p>Preparing for Adulthood: Person-centred Planning Tools</p>	<input type="checkbox"/>




	- NDTi	
Other Perspectives	<p>Professionals and Parents: Consider input from other professionals and parents. What are their perspectives on the young person’s abilities, aspirations, and areas for growth? Collaborate with a strengths-based mindset.</p> <p>Ongoing Support: Will the young person have ongoing needs beyond education? has a referral been made to the ‘Independent Futures Team’</p> <p> Moving on from SEND Employability I-</p> <p>Family Information and Services Hub Independent Futures Team - supporting young people to transition from childhood to adult social care (hants.gov.uk)</p>	□






2. At the Annual Review

Action	Further Information	Complete
<p>Keep the Young Person Central</p>	<p>Communication Strategies: How are we ensuring that the young person remains central to the review? What strategies are in place for them to express their wishes and aspirations during the meeting?</p> <p>Empowerment: Let's empower them to actively participate in decision-making.</p> <p>Preparing for Adulthood: Person-centred Planning Tools - NDTi</p> <p>Person Centred Annual Review Guidance</p>	<p><input type="checkbox"/></p>
<p>Preparing for Adulthood (PfA) Outcomes</p>	<p>PfA Inclusion: Ensure that the review discusses Employment, Independent Living, Health, and Community Inclusion. These are critical aspects of their transition to adulthood.</p> <p>Pathway in to Paid Work Graphic - NDTi</p> <p>SMART Goals: Make sure the PfA outcomes are Specific, Measurable, Achievable, Realistic, and Timed. Align them with the young person's aspirations.</p> <p>Supporting Planning & Writing Good PfA Outcomes - NDTi</p>	<p><input type="checkbox"/></p>
<p>Post-16 Choices</p>	<p>Three Post-16 Choices: Discuss at least three post-16 options with the young person. Are these choices aligned with their goals? Are they ambitious yet attainable?</p> <div style="text-align: center;">  Post card V2 External.pdf </div> <p>Exploration: Encourage exploration to make informed decisions about their educational path beyond Year 11.</p> <p>View college open events on the Hampshire Futures calendar (righthand side of the webpage) Course: Hampshire Futures Careers Information Service (participationandlifelonglearning.co.uk)</p> <p>Routes into Work Guide - NDTi</p>	<p><input type="checkbox"/></p>



3. After the Annual Review

Action	Further Information	Complete
<p>Exploring Post-16 Options</p>	<p>Opportunities: Provide opportunities for the young person to explore their outlined post-16 options. Have these explorations influenced their preferences?</p> <p>View college open event dates/ & times on the Hampshire Futures calendar (righthand side of the webpage) Course: Hampshire Futures Careers Information Service (participationandlifelonglearning.co.uk)</p> <p> Post card V2 External.pdf</p> <p>Going to college with SEND.pdf (participationandlifelonglearning.co.uk)</p> <p>Apprenticeship resources for schools, teachers, parents (amazingapprenticeships.com)</p> <p>Supported Internships video Case Study and What-are-Supported-Internships-Easy-Read.pdf (ndti.org.uk)</p> <p>Flexible Choices: Are they narrowing down their choices based on real-world experiences? Have they reviewed the post-16 transport policy to support their considerations?</p> <p>Post 16 Checklist - NDTi sen-provision-in-hampshire.pdf (hants.gov.uk)</p> <p>Schools transport is not compulsory after year 11 and will only be provided under strict eligibility criteria and with contributions required. Post 16 transport needs to be applied for annually.</p> <p>Travel information for schools, post-16 providers and EIS/PBS Centres Education and learning Hampshire County Council (hants.gov.uk)</p> <p>It is important to remember to complete an application for college courses. Visit the college website to find out more about there process.</p>	<p><input type="checkbox"/></p>
<p>Engagement and Decision-Making</p>	<p>Workplace Visits: Can they visit workplaces related to their interests? Talking to professionals can be enlightening.</p> <p>Updated 1458 Make It Work - Final Guide 0321.pdf (careersandenterprise.co.uk)</p> <p>Community Engagement: Encourage involvement in</p>	<p><input type="checkbox"/></p>



	<p>local interest groups or clubs. These experiences contribute to holistic development.</p> <p>Family Information and Services Hub Preparation for Adulthood (hants.gov.uk)</p> <p>Things to do in Hampshire Hampshire County Council (hants.gov.uk)</p> <p>Curriculum Alignment: How does the curriculum support their PfA outcomes?</p> <p>Careers relating to subjects posters</p> <p>My Skills My Future CEC Resource Directory (careersandenterprise.co.uk)</p> <p>Provision Mapping – Employability Hub Preparing for Adulthood Outcomes (contact SEND.Emp@hants.gov.uk).</p>	
<p>Support and Self-Advocacy</p>	<p>Support Discussion: Discuss the support needed for their aspirations. Which post-16 programs can provide that support?</p> <p>Going to college with SEND.pdf (participationandlifelonglearning.co.uk)</p> <p>Course: Hampshire Futures Careers Information Service, Tile: Inclusivity & SEND (participationandlifelonglearning.co.uk)</p> <p>Self-Advocacy: Empower them to understand their choices using ‘future-thinking’ and advocate for themselves. Decision-making skills are vital.</p> <p>Planning My Future Life - NDTi</p> <p>Decision Making Profile - NDTi</p> <p>Presence to Contribution - NDTi</p> <p>Communication Passport - NDTi</p>	<p>□</p>



Education, Health and Care Hub Documentation

Hampshire County Council utilises an EHC hub (Idox) to provide a digital platform for families, professionals and education settings to engage, contribute and collaborate on EHC assessments, plans and reviews.

From Year 9 it is important to ensure that outcomes within the EHC hub are linked to the relevant Preparing for Adulthood principle.

The process requires you to add outcomes under one of the six sections (the first four being education focused)

- SEN - Communication and Interaction
- SEN - Cognition and Learning
- SEN - Sensory and/or Physical needs
- SEN - Social, Emotional and Mental Health
- Health
- Social Care

The screenshot shows a web form titled 'Outcome'. It features a text input field at the top for entering details. Below this is a dropdown menu with the label 'Preparing for adulthood type' and the text 'Nothing selected'. At the bottom right of the form, there is a button labeled 'Add a new step'.

Outcome - Enter the details of the outcome in the text field.

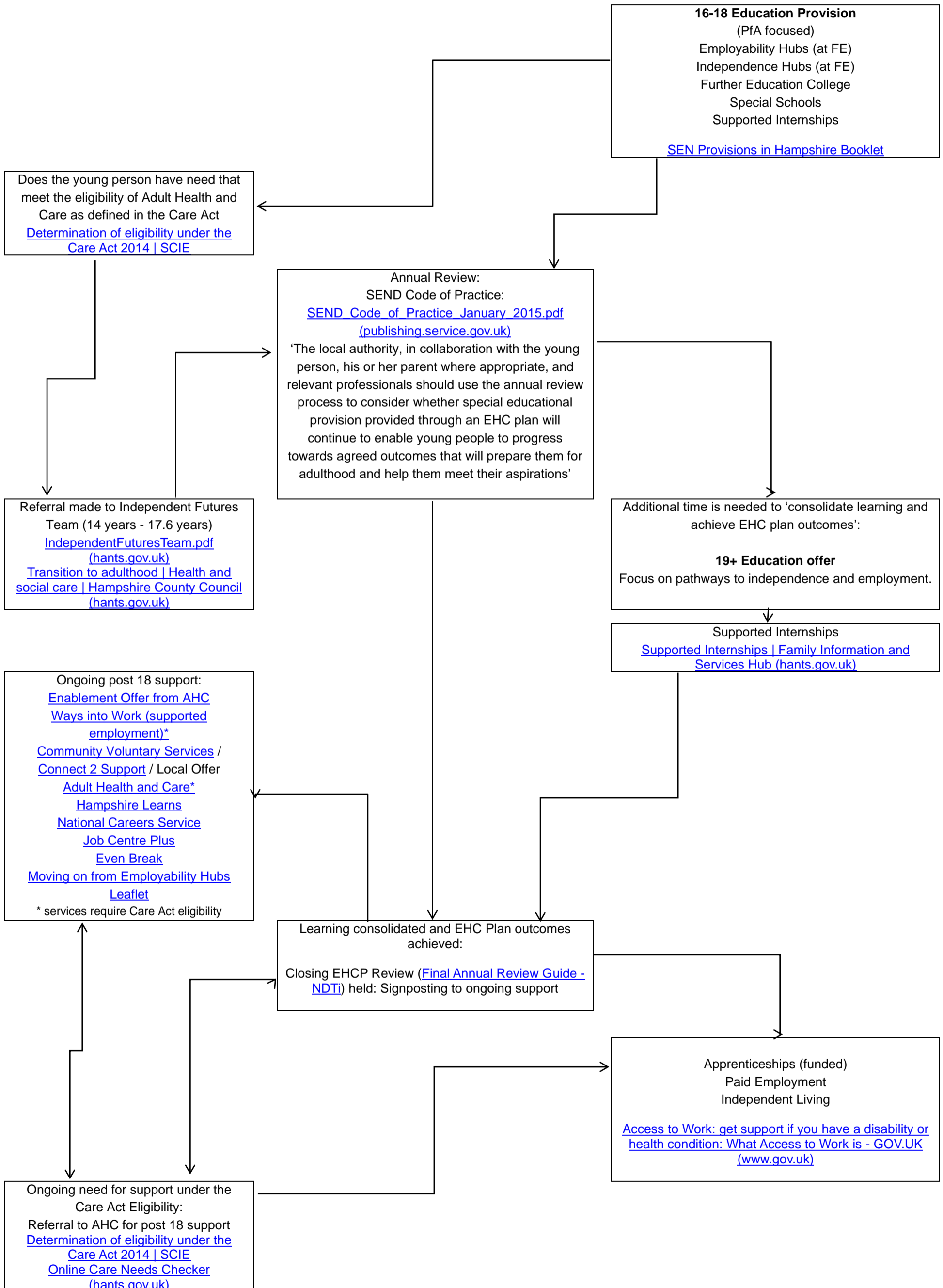
Preparing for adulthood type – Select the correct type from the pick list (employment / independent living / health / community inclusion)

Steps – to add a step, click on the Add a new step button.

The display will change and you will be able to add the date for completion and to set short term targets to meet the outcome as usual.

Further guidance for using the hub is available via IDOX.

Appendix 1 – Post 16 Education Transitions Map





Appendix 2 – NDTI (Internships Work) Pathways to Paid Work.

