



Educational Psychologists working for 16-25s



Supporting young disabled people to have ordinary lives

UCL Leading Edge Day
3rd April 2014

What is the problem we are trying to tackle?

- Current SEN framework colludes and enhances society's fears and negativity about disability
- We deliver poor life outcomes for many young people with SEN and disabilities

Drivers for Change

- The SEND reforms included in the Children and Families Act 2014

EHC plan 0-25

Local offer

Different relationships with children, young people and families

Joint commissioning and personal budgets



Cultural change

- Aspirational attitudes, beliefs and values
- Knowing what is possible
- Finding out what is important to young people
- Enabling young people to make decisions
- Planning for outcomes
- Person-centred practice



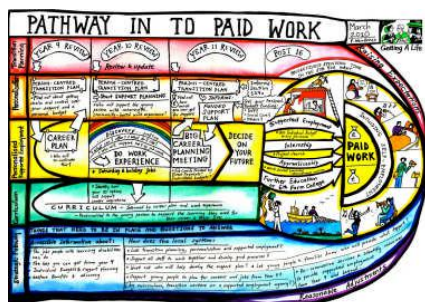
Person-centred assessment and EHC plans



- Planning with young people and their families
- Setting outcomes
- Using evidence of what works to set steps towards outcomes
- Assessment for purpose - to support young people to achieve life outcomes





Which outcomes?

- Friends, relationships and community
- Employment
- Independent living
- Good health



- Long term outcome
 - When I leave education I want to work
- Medium term outcomes (one year)
 - I will be working with a job coach
 - We will have developed a vocational profile
 - I will have had my first work experience
- Short term actions
 - Engage job coach
 - Begin vocational profile

Educational psychology and planning

- All current statements and LDAs will need to be converted to EHC plans over the next three years
- Person-centred annual reviews provide the opportunity to begin this process
- Workforce development crucial (person-centred thinking and practice)



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