Realising Aspirations

Introduction to the tutor guidance and resources

Sample

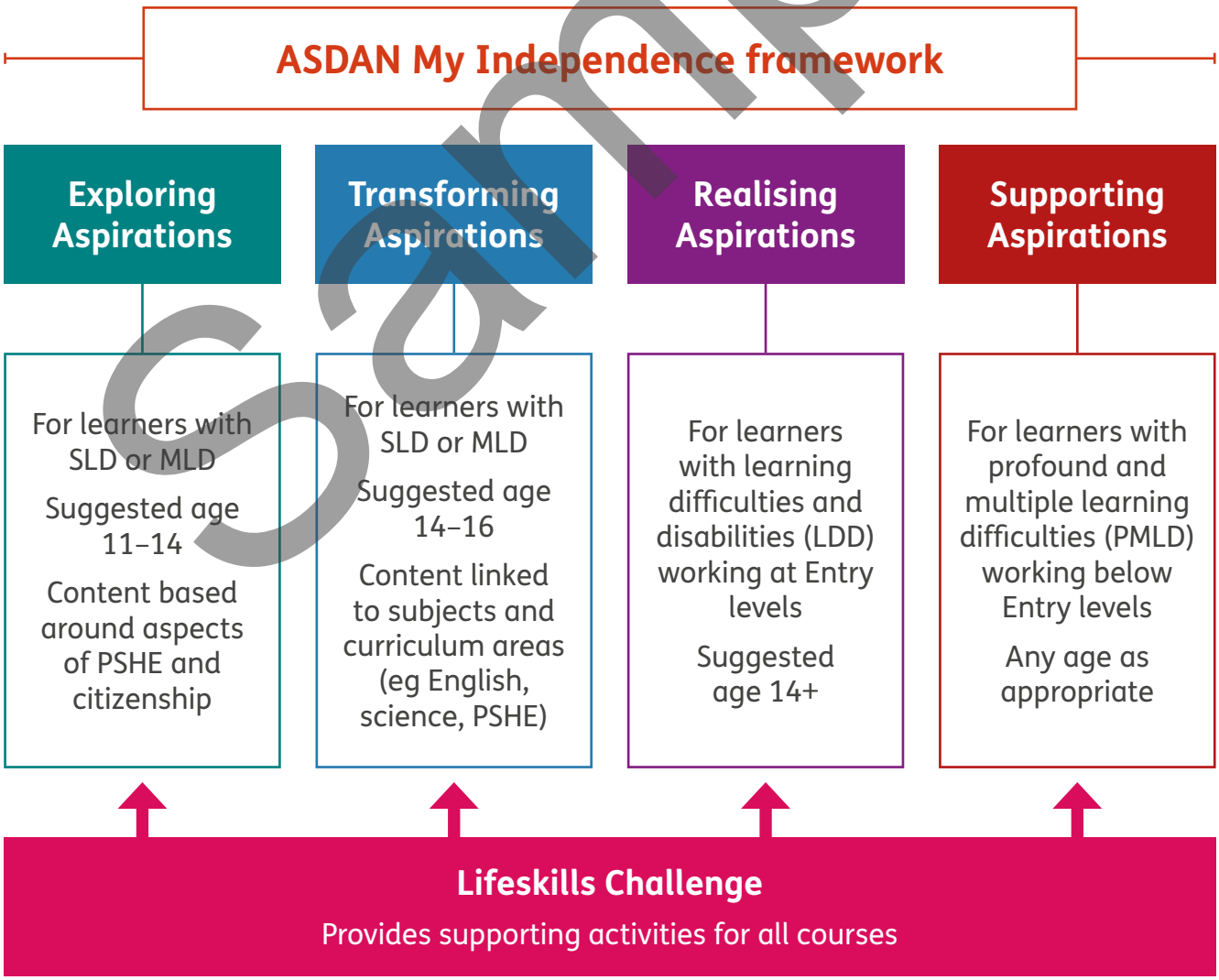
ASDAN

My Independence framework

ASDAN's My Independence courses have been developed in partnership with the National Development Team for Inclusion (NDTi) and in consultation with centres. The courses are mapped to the four Preparing for Adulthood pathways: friends, relationships and community; employment; good health; and independent living. This will enable centres to link learning opportunities to an individual's Education Health and Care Plan (EHCP) of Individual Development Profile (IDP) outcomes.

The courses will both inform the development of outcomes and provide evidence of achievement. The ethos of the courses is based on a person-centred approach, using person-centred planning tools to explore what is important for the young person to have good life outcomes. More information about the My Independence framework is available to centres as part of the **My Independence tutor guidance and person-centred planning toolkit**.

There are four My Independence courses, each designed to support different groups of learners:



Sample

Realising Aspirations

Realising Aspirations has been developed to meet the needs of young people and adults aged 14+ with learning difficulties and disabilities (LDD). The aim of the course is to better prepare young people who are working at Entry levels for good life outcomes.

The Realising Aspirations modules are mapped to the four Preparing for Adulthood pathways. This will enable educational providers to link learning opportunities to an individual's Education Health and Care Plan (EHCP) outcomes. The modules can both inform the development of outcomes and provide evidence of their achievement. The course is based on a person-centred approach, starting with what is important to the individual to have good life outcomes across the four pathways. Person-centred planning tools are embedded throughout the modules to explore and inform this process.

The module outcomes are based on what needs to be in place for a young person to plan for the future and make a successful transition to new opportunities at college, in the community, on training programmes, employment or in supported living. Realising Aspirations aims to promote inclusion, extend and develop learning opportunities beyond school or college, and provide good plans for the support required to make this a reality.

Course structure

The Realising Aspirations modules are mapped to the four Preparing for Adulthood pathways; each pathway comprises three modules:

Friends, relationships and community	• My rights and responsibilities • My friends and relationships • Being an active citizen
Good health	• My healthy lifestyle • My health services • Understanding my behaviour
Independent living	• My independence • Getting out and about • My help and support
Employment	• My enterprise projects • My work experience • Getting a job

Centres can choose to deliver as many or as few modules as they wish. Completing all 12 modules will ensure that the young person has covered all four pathways and will support progress towards good life outcomes. Centres may choose to deliver modules concurrently or consecutively, depending on the needs of the individual and the demands of their setting.

Sample

Module guidance

This document includes guidance for the Realising Aspirations modules. This guidance is intended to support teachers and tutors in delivering the modules.

The table below shows the information provided for each module:

Aim of module	Information about the specific module. There is some repetition across modules in the same pathway as aims are related.
Format of delivery	Suggestions as how the module can be delivered, with examples.
Suggested activities	Starter ideas to support the delivery of the module. Centres will already have activities in place and this will be highly personalised for individuals.
Support strategies and module templates	Advice on support strategies and completion of the module templates. Support strategies should be decided by the centre and should be relevant to the individual across different contexts.
Individual objectives	Advice for centres on setting individual objectives linked to the theme of the module.
Module outcomes	Specific outcomes for each module. They include the completion of module templates and providing evidence that the young person has been able to participate in the module activities.
Person-centred planning tools	Recommendations for person-centred planning tools that can be used to support the module.
Links between modules	Information on the links between the three modules within the pathway.
Useful links	Links to websites and online resources that may be useful to teachers/tutors delivering the module. These lists are not exhaustive and ASDAN does not make any recommendations about specific websites; these links are provided for interest and to support the development of activities within the modules. ASDAN has made every effort to ensure the resources provided in this guidance are accurate, up-to-date and relevant. ASDAN cannot take responsibility for web pages maintained by external providers.

Sample

Realising Aspirations

Friends, relationships and community

Tutor guidance and resources

Sample

ASDAN

Friends, relationships and community pathway

The aim of the **Friends, relationships and community** pathway is to explore how an individual can build appropriate friendships and relationships, and play a part in their community.

The Friends, relationships and community pathway comprises three modules:

- **My rights and responsibilities** – this module identifies what rights and responsibilities a young person needs to know about as they move into adulthood and how they can be involved in decisions that are important for their future lives, such as those made within an education, health and care plan (EHCP).
- **My friends and relationships** – this module identifies that friendships and relationships are important for a young person and how these can be developed and supported.
- **Being an active citizen** – this module identifies opportunities for a young person to participate in community life, within and outside of their centre. These opportunities should build the cultural capital young people need to succeed as they move into adulthood.

Completion of these modules will include the completion of an **Inclusion profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with LDD

Young people with learning disabilities and difficulties have the same rights in society as any other young person, including the rights to form friendships and relationships. This pathway will link closely with centres' provision for PSHE, RSE and citizenship.

Links between modules

The three modules within the **Friends, relationships and community** pathway are interlinked. They can be completed as standalone modules, but will be most effective if all three are undertaken in the order above in preparation for developing an **Inclusion profile**.

Links to EHCP

The activities chosen within the **Friends, relationships and community** modules should relate to one or more outcomes in the individual's Education Health and Care Plan (EHCP) or Individual Development Profile (IDP). The modules can be used to inform the development of the EHCP, particularly around friends, relationships and communities.

The **Module completion log** provides a place for staff to make an explicit link to outcomes in the EHCP or make suggestions for future outcomes. More information about this resource can be found on page 13 of the introduction.

Sample

Inclusion profile

This profile is all about how I can be included.

My name:

My photo:

Date developed:

This inclusion profile tells you how I want to be included in society, communities I am a part of and decisions that are about me.

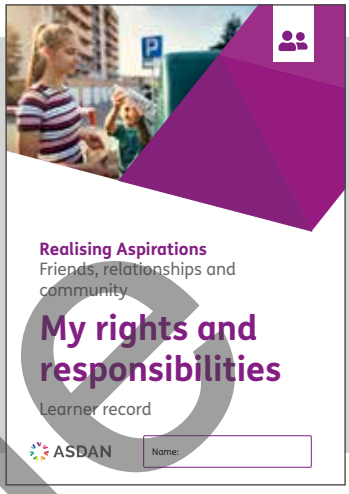
It contains:

- My plan and me
- My friendship profile
- My citizenship profile

Sample

My rights and responsibilities

Aim of module



This module provides an opportunity for young people to develop knowledge and understanding around human rights, mental capacity and the expectation of responsibility that moving into adulthood brings.

It will benefit young people to complete this module before moving on to the other two modules in this pathway.

Young people with learning difficulties have the same rights in society as any other young person. Statistics from Mencap show that this group of young people do not experience equal rights compared to other groups of young people, especially in their vulnerability to abuse, harassment and discrimination because of their perceived 'difference' by others (see Useful links on page 16).

There are complex reasons for this and it is important not to make assumptions about individuals, however some common factors include:

- A lack of awareness and knowledge of rights
- A lack of awareness of self-advocacy and using advocacy services
- A reliance on others for care and support
- A lack of transport facilities
- A prejudice, discrimination and a lack of awareness around learning disability in society
- A lack of accessible information and resources and inaccessible services
- A lack of awareness of communication needs
- Being seen by society as childlike and in need of protection
- A lack of life experience and opportunities to learn how to challenge when rights are not upheld

Young people may not have received developmentally and age appropriate sex and relationship education or understand how mental capacity decisions can affect their future options with regard to health, education, employment, housing and social care.

From the age of 14 onwards, young people should be getting ready for the next stage of their lives in preparation for moving into adulthood and the transition from school to further education, training or employment. It may be challenging for a young person to understand that when they reach the age of 16 or 18, the law changes around what is expected that the young person can make decisions about. The term 'mental capacity' may not be meaningful to the young person; in this module the term 'making my own decisions' is used to replace this as more accessible language for young people.

Young people may not understand what a right or a responsibility is. Rights can be explained as what you are allowed to do, and responsibilities are what you need to do to show you understand your rights and those of others.

Sample

My friendships and relationships

Suggested activities

Centres will already be providing activities around rights and responsibilities as part of their PSHE, RSE and personal development programme. The activity prompts below can also be used.

Friendships and relationships

- Discuss why it is important to have friends
- Discuss what makes a good friend
- Discuss what is not a good friend
- What is the difference between someone we know and someone we don't know?
- What does it mean to trust someone and who do we trust?
- Using good touch and bad touch
- Discuss and make a poster or presentation about all the people you have relationships with (eg family members, friends, partners, support staff, carers, teachers)
- Discuss why these relationships are different (eg when it is someone's job to work with you, it is different from a family member or friend)
- Discuss different types of families in modern Britain and what you like best about being part of your family
- Discuss how people from LGBTQ+ groups have equal rights in relationships and in society
- Look for diverse pictures of different types of relationships or famous people in different types of relationships. Discuss what these relationships are (eg parents and children, friends, partners, married or in a civil partnership, work colleagues, people who only know each other online.
- Make a poster about bullying and what you can do if you are being bullied
- Discuss what mate-hate is and make a list of questions to ask yourself about a friend (eg does my friend do this...? If so, then they are not my friend)
- Discuss what kind of friend you are and what people like and admire about you
- Role play friendship scenarios
- Practise using conversation starters to make new friends
- Use social stories about when friendships are not what you expect
- Find out how to stay safe online, including what to do when someone sends you a 'friend request'
- Discuss what it means to get 'likes' online
- Research about safety online (see Useful links on page 28)
- Discuss what to share and what not to share online, practise using a safe social media site (eg Multi-me)
- Find out how to stay safe when gaming online and make a list of Do's and Don'ts (eg what to share and what not to share, awareness about what you do and don't really know about people you connect with online)
- Plan an activity with friends – practise contacting them and making arrangements

Sample

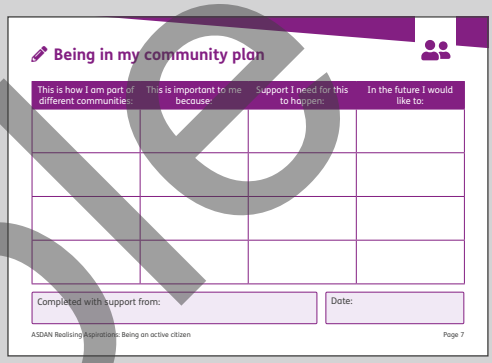
Being an active citizen

Centres will be aware of an individual's needs and provide support as necessary; this may fluctuate during the course of the module as needs can change over time. It is important that young people develop independent skills wherever possible and support is gradually reduced as skills and knowledge become embedded.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

Being in my community plan

This template can be used to record the communities that the young person is a part of. These include being part of a community in the young person's centre, in the local area, in specific activities and in faith or no faith groups. Young people can draw, use symbols or add photos to the template. This will provide information when the young person moves to a new setting about what communities the young person belongs to and what they might like to try in the future


Being in my community plan

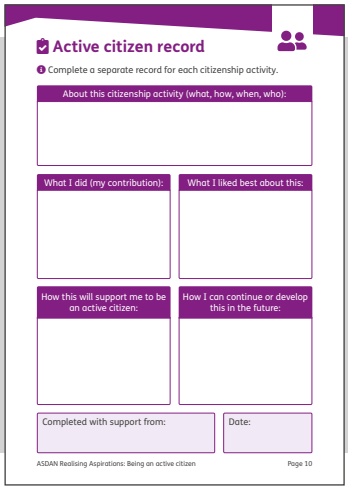
This is how I am part of different communities:	This is important to me because:	Support I need for this to happen:	In the future I would like to:

Completed with support from: Date:

ASDAN Realising Aspirations: Being an active citizen Page 7

Active citizen record

This template should be used to record activities that the young person has completed as an active citizen. This could include volunteering, supporting a charity, raising awareness, taking part in a social action project, offering peer support or taking part in a campaign. A copy of this template should be completed after each different type of activity the young person is involved in; time should be given for reflection and discussion to support the young person to complete this. The template can be completed using photos and symbols, or it can include reference to videos that demonstrate the young person's activities.


Active citizen record

Complete a separate record for each citizenship activity.

About this citizenship activity (what, how, when, who):

What I did (my contribution): | What I liked best about this:

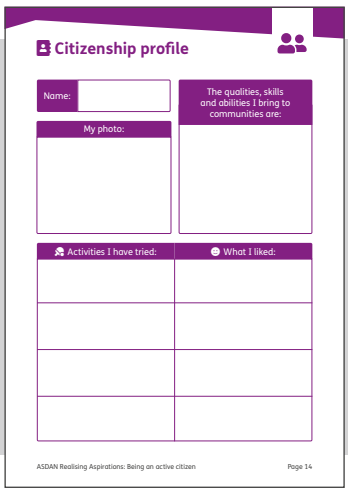
How this will support me to be an active citizen: | How I can continue or develop this in the future:

Completed with support from: Date:

ASDAN Realising Aspirations: Being an active citizen Page 10

My citizenship profile

This template brings together the learning opportunities within the module. It includes information on how the young person both accesses the community and the contribution they have made within their communities. It can be completed with symbols and photos to ensure it is accessible and is owned by the young person. The template also provides information on what is important to the young person to continue in the future as they move into adulthood.


Citizenship profile

Name: | The qualities, skills and abilities I bring to communities are:

My photo:

Activities I have tried:	What I liked:

ASDAN Realising Aspirations: Being an active citizen Page 14

Sample

Being an active citizen

Useful links

- http://www.changing-places.org/
- https://www.mencap.org.uk/get-involved/campaign-mencap/current-campaigns
- https://www.mencap.org.uk/get-involved/campaign-mencap/here-i-am
- https://www.preparingforadulthood.org.uk/downloads/friends-relationships-and-community
- https://www.gov.uk/government/get-involved/take-part/volunteer
- https://www.pinterest.co.uk/EssexBGC/social-action-project-ideas-for-ncs/
- https://www.disabilityrightsuk.org/equality-act-and-disabled-people
- https://www.youtube.com/watch?v=vpOt8QVpo5Y (young disabled people talk about social change)
- https://www.youtube.com/watch?v=jzEsHGTCCD0 (young disabled person talks about their experiences and gives advice)
- https://www.gov.uk/government/get-involved/take-part/national-citizen-service

Sample

Realising Aspirations

Good health

Tutor guidance and resources

Sample

ASDAN

Good health pathway

The aim of the **Good health** pathway is to explore how an individual can keep well through a healthy lifestyle and by getting the right kind of support, including positive behaviour support.

The Good health pathway comprises three modules:

- **My healthy lifestyle** – this module identifies the types of activities that are important to a young person to provide a healthy lifestyle and how they can continue into adulthood.
- **My health services** – this module identifies health services that can support good health and wellbeing, why they are important and how to access them.
- **Understanding my behaviour** – this module identifies how behaviour can be understood as communication and how to support the young person to have strategies to communicate their needs and choices, reducing the barriers created by behaviours of concern.

Completion of these modules will include the completion of a **Health and wellbeing profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with LDD

There is evidence that people with learning difficulties and disabilities have poorer health outcomes than the rest of the population. Statistics from Mencap tell us that on average people with learning disabilities will die 16 years earlier than people without a learning disability. It is also estimated that there are up to 1,200 avoidable deaths each year for learning disabled people.

Links between modules

The three modules within the **Good health** pathway are interlinked. They can be completed as standalone modules, but will be most effective if all three are undertaken in preparation for developing a **Health and wellbeing profile**.

Links to EHCP

The activities chosen within the **Good health** modules should relate to one or more outcomes in the individual's Education Health and Care Plan (EHCP) or Individual Development Profile (IDP). The modules can be used to inform the development of the EHCP, particularly around health.

The **Module completion log** provides a place for staff to make an explicit link to outcomes in the EHCP or make suggestions for future outcomes. More information about this resource can be found on page 13 of the introduction.

Sample

Health and wellbeing profile

This profile is all about how I stay well and healthy.

My name:

My photo:

Date developed:

This profile tells you about the people who support me to do this and who you need to contact if I am unwell

It contains:

- Important information about me
- My health and wellbeing
- If I am unwell
- If I need to go to hospital

As well as:

- My healthy lifestyle plan
- My health services record
- My health services profile
- My positive behaviour plan

Sample

My healthy lifestyle

Aim of module

This module provides an opportunity for young people to consider how they can develop a healthy lifestyle as they progress into adulthood. This involves pro-active approaches to developing good physical, emotional, social, sexual and spiritual health, including developing resilience and coping strategies for when life presents challenges.

There is evidence that people with learning disabilities have poorer health outcomes than the rest of the population. Statistics from Mencap tell us that on average people with learning disabilities will die 16 years earlier than people without a learning disability. It is also estimated that there are up to 1,200 avoidable deaths of learning disabled people each year.

Having a healthy lifestyle is promoted in western culture as one aspect of having better life chances, along with access to high quality and appropriate health services. People with learning disabilities are at greater risk of poor health for a variety of factors such as obesity, higher risk of mental health issues, lack of access to healthcare, having undiagnosed health problems and seeking treatment later than other population groups.

The cause of these risk factors include: a greater vulnerability to illness linked to co-occurring conditions, such as epilepsy; a greater experience of negative life events and having less resilience to cope with these events; and continued assumptions and societal prejudices about learning disability. The relationship between good physical and mental health is more understood in western societies leading to changes in medical practice.

Having a healthy lifestyle may include your diet or the amount of physical activity you do regularly. Research now tells us that alongside these factors we should be including factors such as social activity to prevent isolation and building resilience to cope with life's challenges. People with learning disabilities often experience isolation in the community and while the result of this is not evidenced clearly, it is thought to impact on mental health and other aspects of wellbeing.

There are many models available that identify a holistic approach to health and wellbeing. In a holistic model health is not only the absence of illness but includes dimensions such as physical, social, emotional/mental, sexual and **spiritual health**. Sometimes these models also include financial, environmental and intellectual health.

The term **spiritual health** in this module refers to activities that support people's values, beliefs and connectedness to others or a greater power. This does not only include religious faith groups, although belonging to a faith group may play an important role in health and wellbeing. Spiritual health can also include being in touch with one's own feelings and having a belief system that gives meaning and purpose to life.

Sample

My health services

For example:

A young person identifies the services they use regularly: their GP, dentist and a nutritionist. They know why they see these people (eg to get repeat prescriptions from the GP).

- Their GP appointments are always made at the start of the day as they find it difficult to wait for long periods of time, this causes them anxiety which can sometimes lead to self-harm.
- When they go to the dentist, they have the music turned off and the lights down to support their sensory regulation. They are very nervous and often need extra time for a check-up. If they are going to have any treatment at the dentist, they like to have a carer stay with them in the room.
- When they see the nutritionist, the young person likes them to use photos of different types of food to explain what foods they are recommending.

This is important information to be recorded on their **My health services profile** templates.

In the sessions they learn about other services that their GP provides and identify that they would like to have an annual health check. The group find out about what this involves and discuss if they think it is a good idea. The young person decides to speak to their carers about making an appointment for an annual health check. Staff support the young person to ask their carers to help organise this. This is added to the **My health services record** template.

Sample

Suggested activities

- Exploring the health services that young people already know and use
- Understanding why people use and need health services (eg not only when you are ill)
- Researching other types of health service (eg hospitals, urgent treatment centres)
- Researching specialist services (eg learning disability teams, inviting speakers in, visiting the service
- Understanding what a specialist service is (eg physiotherapy, occupational therapy, speech and language therapy) and how you can get an appointment with these services
- Knowing how to contact health services and make an appointment
- Knowing who you may like to go with you to appointments and how best to support you
- Discussing why people have health checks (eg an annual health check)
- Discussing how often people should have checks on eyesight, hearing and dental care, who does these and what do they involve
- Discussing how you like people to treat you when you visit a health service
- Finding and reviewing accessible information made by people with learning disabilities (see Useful links on page 28)
- Finding out about advocacy services

Understanding my behaviour

Support strategies and module templates

Young people at Entry level will have a wide range of learning support needs. Some young people may use formal language orally or in written form and some may be developing these skills. The modules provide lots of opportunities to practise English and mathematics.

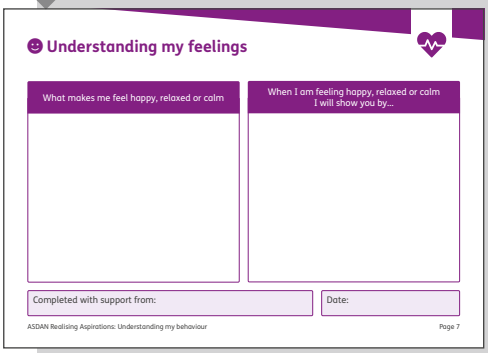
The module templates listed below should be completed in order to demonstrate achievement of the module outcomes. These templates may be completed by the young person or by a scribe who can support the young person to express themselves in a way that they prefer. It is important that staff complete the templates using the young person's words wherever possible. If a young person does not use any formal verbal language then staff will need to develop strategies to ensure that what is completed on the templates reflects the young person's experience and choices.

Centres will be aware of an individual's needs and provide support as necessary; this may fluctuate during the course of the module as needs can change over time. It is important that young people develop independence skills wherever possible and that support is gradually reduced as skills and knowledge become embedded.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

Understanding my feelings

The **Understanding my feelings** templates should be completed by the young person after they have participated in the suggested activities above. These templates show people what makes the young person feel different emotions, using the young person's words wherever possible.


Understanding my feelings

What makes me feel happy, relaxed or calm

When I am feeling happy, relaxed or calm I will show you by...

Completed with support from:

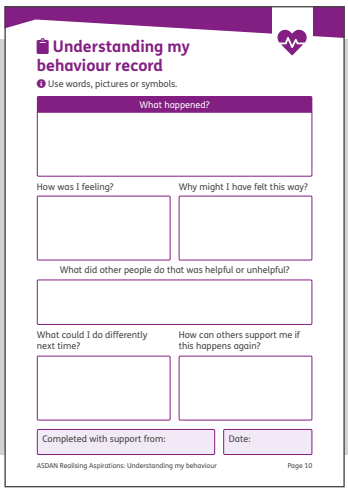
Date:

ASDAN Realising Aspirations: Understanding my behaviour

Page 7

Understanding my behaviour record

The **Understanding my behaviour record** template can be used to explore with the young person how they have felt during different situations. These can be when the young person is feeling good or when there has been a behaviour that has concerned them or other people. This should not be completed immediately after any incidents of concern but at a time when the young person feels able and ready to discuss what has happened. This record will support completing the **My positive behaviour plan** template.


Understanding my behaviour record

Use words, pictures or symbols.

What happened?

How was I feeling?

Why might I have felt this way?

What did other people do that was helpful or unhelpful?

What could I do differently next time?

How can others support me if this happens again?

Completed with support from:

Date:

ASDAN Realising Aspirations: Understanding my behaviour

Page 10

Sample

Understanding my behaviour

Module outcomes

The outcomes for this module are:

- I can identify my positive behaviours and the positive behaviours of others
- I can identify my behaviours that concern me or others.
- I have completed an **Understanding my behaviour record**, which tells people what my behaviours mean for me and how people can support me.
- I have a **My positive behaviour plan**, which tells people what can help to prevent, reduce or support with my behaviours that concern me and others.
- I have added My positive behaviour plan to my **Health and wellbeing profile**.

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – at the start of the module
- **Important to, important for** – at the start of the module to discuss different behaviours
- **Perfect day** and **Perfect week** – to think about what is important to a person in more detail and what behaviours they like or don't like
- **Working, not working** – about their or other people's behaviours
- **Good day, bad day** – to consider what affects their behaviour on different days
- **Communication passport** – to show what behaviours
- **Decision making profile** – for a young person to make decisions about their future
- **Relationship circle** – to help decide who can best support a young person when they are feeling sad, angry, upset or anxious

Useful links

- https://carolgraysocialstories.com/social-stories/
- https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx
- https://www.preparingforadulthood.org.uk/downloads/good-health
- https://booksbeyondwords.co.uk/
- https://www.mencap.org.uk/advice-and-support/health
- https://www.mencap.org.uk/learning-disability-explained/conditions-linked-learning-disability/challenging-behaviour
- https://www.ndti.org.uk/uploads/files/RH_Health_Checks_Guide.pdf
- https://www.challengingbehaviour.org.uk/
- http://www.bild.org.uk/capbs/capbs/

Sample

Realising Aspirations

Independent living

Tutor guidance and resources

Sample

ASDAN

Independent living pathway

The aim of the **Independent living** pathway is to explore how an individual can develop independent living skills in order to maximise their independence in the future.

The Independent living pathway comprises three modules:

- **My independence** – this module identifies what the young person can do now and uses this to build more independence, and encourage aspirations for the future
- **Getting about** – this module identifies how to build skills in travelling more independently, and how this will support future aspirations
- **My help and support** – this module identifies how to get the help and support needed to plan for independence in the future, including developing self-advocacy skills

Completion of these modules will include the completion of an **Independent living profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with LDD

In the context of the modules in this pathway, the term independence does not refer to a young person having to do things only on their own. How independent a young person, is or can be in the future, will depend on a wide range of factors (eg physical disability, mobility needs, impairment that requires ongoing support and care). These factors do not prevent the young person from developing independent living skills that are relevant to them.

Learned helplessness

The theory of learned helplessness is helpful to understanding how young people with LDD may not be motivated to develop more independence. This is when a person learns, through repetition, that they are powerless; they make no effort to change or escape from their situation. This is not about people being lazy; it is a result of complex inter-related factors, such as:

- Assumptions that a person can't do something because they have a learning disability
- Staff wanting to be as helpful as possible, because that is what doing their job well is about
- Parents and carers showing their love and care by attending to a person's needs
- Time pressure to make certain things happen at a certain time during the day – it may take longer for someone with a learning disability to learn a new skill or new knowledge
- A belief that because someone hasn't done it yet, they won't ever be able to do it
- The specific steps to learning a new skill have not been structured in a way that enables learning to be sequential (eg reinforcing each step until it is truly learned)
- Staff, parents and carers being risk averse – usually due to worries about the risks or a lack of confidence that the risk can be managed well. This can often happen if something goes wrong on one occasion, which means that it is not tried again

Sample

Independent living profile

This profile is all about how I am independent.

My name:

My photo:

Date developed:

This profile tells you all about my independence now and in the future

It contains:

- How I am independent at home, at school or college and in the community
- How I am independent in getting about
- Information about my home, my money and my voice and being heard
- Other ways that I am independent and people who can support me to be independent

Sample

My independence

Aim of module

This module provides an opportunity for young people to reflect on the independence they currently have in their lives and where they would like to develop this in the future to enable them to have good life outcomes. This module covers independence at home, at school or college and in the community.

In the context of the module, the term 'independence' does not refer to a young person having to do things only on their own. How independent a young person is, or can be in the future, will depend on a wide range of factors (eg physical disability, mobility needs, impairment that requires ongoing support and care). If a young person is a wheelchair user and requires assistance with mobility, this does not mean they cannot build independence in making choices about where they go or how they are supported to get there.

The module emphasises the importance of understanding a young person's starting point and how to structure support to provide the conditions most likely to encourage less dependence, thus enabling the young person to build skills and knowledge that they can continue to develop into adulthood.

Young disabled people have reported that they want to do things for themselves; when they do, this increases self-confidence, self-worth and a motivation to do more. Being more independent only has value if it enables the young person to have the life they want. In a 2012 progress report from Mencap, there is clear evidence to show that young people with learning disabilities experience disadvantage in life opportunities compared with their non-disabled peers – and that this results in poorer life outcomes across employment, health, social relationships and housing (See Useful links on page 25). Building greater independence is linked to having more opportunities, higher aspirations and a sense of self-belief that they can achieve.

The theory of learned helplessness (see page 4) is helpful to understanding how young people with LDD may not be motivated to develop more independence.

When using accreditation, there can also be an expectation that young people should be able to develop a full range of independence skills (eg self-care, cooking a meal, looking after your own money and travelling alone). Young people working at Entry level are likely to have spiky profiles – they may be able to demonstrate excellent skills and knowledge in one area, but rely on support in others. There can be times when being independent can be more challenging, depending on the individual's health and wellbeing or a particular circumstance (eg coping with changes at home or in their centre, coping with anxiety or sensory overload, working with new people).

This module is focused on identifying what the young person can do now, finding out what they would like to do in the future and planning how they will get there.

Sample

Other examples could include:

- A young person going to the toilet and back on their own in their centre
- A young person going back to a classroom after lunch on their own
- A young person who uses a wheelchair plans a journey by train, calling train services for support with accessibility ramps
- A young person walking to and from their centre
- A young person using their motorised wheelchair to get to a local shop near their centre
- A young person reducing the amount of time it takes them to transition from their centre onto their transport to go home
- A young person can self-regulate while in a vehicle, which means they can share a vehicle with a peer

The steps that are needed to achieve a journey will depend on the individual and will be different depending on support needs, risk management and applying learning strategies that work for the young person.

Suggested activities

The activities completed as part of this module will be determined by the young person's **Getting about plan**, with regard to their starting point and what is important to them about a journey. A young person will be more motivated if the journey has meaning to them and can be connected to something they want to achieve now or in their future life. This will be individual to each young person.

The following lists give some suggestions of practical activities, based on the young person's starting point.

Young people who are always accompanied by staff around their centre

- Staff encouraging the young person to lead the journey
- Having a choice of destinations
- Having a motivating purpose to make a journey
- Giving the young person the responsibility to make a short journey within one space where they are always visible
- Having staff allocated to the beginning, middle and end of a journey to manage risk

Young people who stay in the same room in their centre

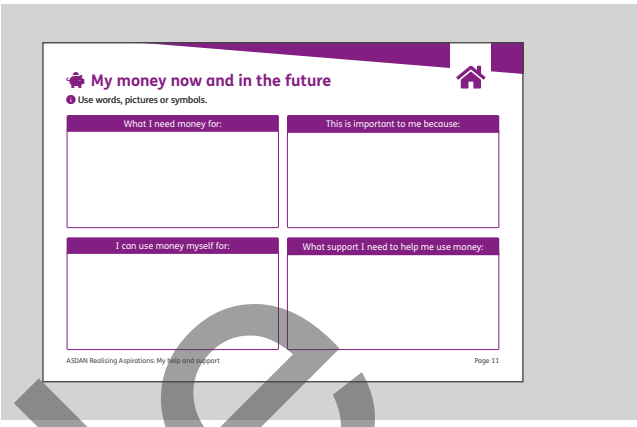
- Making a regular journey to a different room for a motivating purpose
- Making a short journey outside of the building
- Making a journey to meet a person who is familiar to them
- Building short journeys into a daily routine

Sample

My help and support

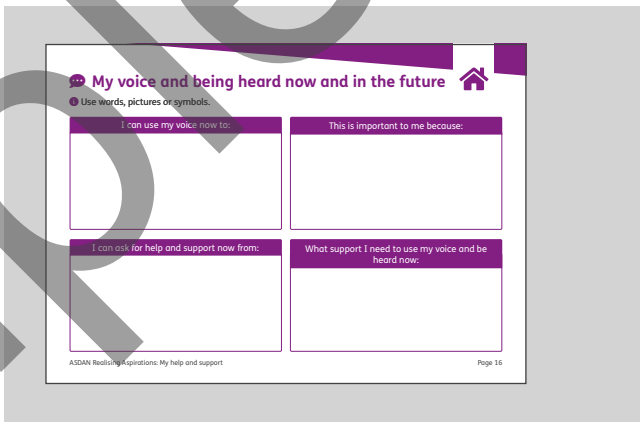
My money now and in the future

This template can be used to identify what is important to the young person about money now and what will be important in the future. It shows what good support looks like for the young person and where they can get help from.



My voice and being heard now and in the future

This template can be used to identify why it is important the young person can let other people know what they think and their preferred ways to do this. It shows what good support looks like for the young person and where they can get help from.



Independent living profile

This module will support in developing the **Independent living profile** for the Independent living pathway, which includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood.

The **Information about my home**, **Information about my money** and **Information about my voice and being heard** sections of the profile can be completed using the information gathered during the completion of this module. It will show what the young person has achieved, what support strategies work best for them and what they hope to achieve in the future.

The **Other ways that I am independent** and **People who can support me to be independent** sections of the profile should be completed at the end of this module.

Young people should add information that is accessible to them (eg photos, drawings, symbols, key words). If there is video evidence that shows a young person working on their getting about skills, the profile should say how to access this.

Sample

My help and support

Useful links

- https://www.preparingforadulthood.org.uk/downloads/independent-living

Housing

- https://www.preparingforadulthood.org.uk/downloads/independent-living/no-place-like-home-guide.htm
- https://www.preparingforadulthood.org.uk/downloads/independent-living/my-own-place-report.htm
- https://www.mencap.org.uk/advice-and-support/housing
- https://www.mencap.org.uk/get-involved/campaign-mencap/know-your-rights-guides

Personal budgets

- https://www.mencap.org.uk/advice-and-support/benefits/money-and-benefits
- https://www.togetherforshortlives.org.uk/
- https://www.nhs.uk/conditions/social-care-and-support-guide/money-work-and-benefits/personal-budgets/
- https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/factsheet-personal-budgets-for-post-16-provision-and-fe-colleges.htm
- https://www.autism.org.uk/about/benefits-care/community-care/personal-budgets.aspx
- https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/learning-example-bens-story.htm
- https://www.preparingforadulthood.org.uk/downloads/independent-living/terrys-story.htm

Advocacy and self-advocacy

- http://peoplefirstltd.com/
- https://www.voiceability.org/about-advocacy/self-advocacy
- https://www.autism.org.uk/about/adult-life/advocacy.aspx
- https://www.mencap.org.uk/advice-and-support/services-you-can-count/advocacy
- https://www.pohwer.net/
- http://www.bild.org.uk/about-bild/advocacy/

Sample

Realising Aspirations

Employment

Tutor guidance and resources

Sample

ASDAN

Employment pathway

The aim of the **Employment** pathway is to develop work-related skills, raise aspirations for future employment and prepare young people for their next steps towards employment.

The Employment pathway comprises three modules:

- **My enterprise projects** – this module provides opportunities to develop work skills based on an individual's strengths, abilities and choices. It will support planning for future work-related activity.
- **My work experience** – this module provides opportunities to use work-related skills in real workplaces, knowing how much or how little support is required and evaluating the next steps to employment.
- **Getting a job** – this module develops the knowledge and skills to plan for future employment, including the development of a **Vocational profile** and video CV.

Completion of these modules will include the completion of a **Vocational profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 5.

Working with learners with LDD

Research states that only 6% of adults with a learning difficulty or disability known to their local authority in England are in paid work (NHS Digital 2018). There are many factors that contribute to this figure, including continuing low expectations, lack of preparation for the workplace and too few opportunities for young people to build the confidence, skills and experience that lead to high aspirations.

There is evidence that young people who have four or more quality work experience activities while still in education are five times more likely to enter the labour market later in life (Education and Employers Taskforce 2012). Providing work experience that builds confidence and develops specific skills will have a direct impact on the likelihood of future employment. Having a reference from an employer, a Vocational profile and a video CV video will provide young people with concrete examples to share at interviews.

Gatsby Benchmarks

The Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision across different settings. The Careers & Enterprise Company have published the SEND Gatsby Benchmark Toolkit: **https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkit_updated.pdf**.

This document includes information that focuses on the Gatsby Benchmarks from a SEND perspective and has links to resources and case studies.

Sample

Vocational profile

This profile is all about me in the workplace.

My name:

My photo:

It provides information about the types of work I am looking for and my experience in developing work skills so far.

What people like and admire about me – my work skills, qualities, abilities and strengths:

What is important to me about work – my personal interests, values and what motivates me:

What good support looks like for me in work – what I need to make work successful:

Sample

My enterprise projects

Aim of module

This module provides an opportunity for young people to participate in a range of enterprise projects that will enable them to self-assess, practise and develop their work skills. It will support young people and staff to identify strengths and abilities and where further action is required, to develop skills necessary for future employment.

Research states that only 6% of adults with a learning disability known to their local authority in England are in paid work (NHS Digital 2018). There are many factors that contribute to this figure, including continuing low expectations, lack of preparation for the workplace and too few opportunities for young people to build the confidence, skills and experience that lead to high aspirations.

This module supports the development of work skills through practical experiences, where young people can build self-awareness of their strengths and abilities and understand what they need to work on in the future. The module also supports the personal development of young people through opportunities for problem solving, teamwork, taking responsibility and leadership.

This module can be used in preparation for developing a **Vocational profile** and a video CV. The module will be most successful if supported by high quality information, advice and guidance (IAG) around careers, so young people can plan their next steps to achieve their aspirations.

There is continuing evidence that young people with learning disabilities are not suitably prepared to expect employment as an option for them, and therefore do not build skills in a sequenced and structured approach over time.

A range of learning abilities would be expected at Entry level. Some young people may have developed English literacy and mathematics skills, while some may be working within a pre-formal curriculum. The **Realising Aspirations: Employment** modules will benefit learners who understand language (eg verbal, signs, symbols) and can communicate with intention. It is not necessary to have reading and writing skills to participate in these modules. It may be useful to review the **Supporting Aspirations: Employment** modules for learners with PMLD to assess if these are more appropriate. It is possible to use modules from both courses to ensure that they meet the individual needs of young people.

All the modules can be completed with support from staff who know the young person well. There is an expectation that levels of support or prompting can change during completion of the module to promote less reliance on support. Where support must be in place to ensure that a young person can access learning activities (eg support with personal care), the provision of this support is not a barrier to successfully completing the module. This module can be completed by young people who do not use written English by use of a scribe; someone who knows the person well and can enable them to communicate their

Sample

My work experience

For example:

The young person decides that they really like the dog grooming part of the job but not the customer service. They decide they would like to work with dogs in the future. To develop skills in this vocational area they look for voluntary work with animal charities and explore what college courses or training might benefit them.

The young person now has a reference, which provides evidence of their work skills, their reliability and commitment to work. They will be able to talk about this in their video CV and add the information to their **Vocational profile**.

Suggested activities

Each work experience placement will be developed for an individual young person around their interests and aspirations. Young people will be better prepared if they complete the **My enterprise projects** module to self-assess their work skills and identify types of jobs they may want to explore.

There are activities that can be delivered in the centre to prepare young people for the world of work and these might include:

- Observing different job roles in the centre – taking photos, filming video clips and conducting short surveys to ask people what their job role involves.
- Conducting a group poll to see how many people are interested in different jobs.
- Researching job roles on the internet based on their personal interests
- Identifying types of equipment and resources that are used in different job roles and why they are used
- Exploring health and safety aspects of different job roles (eg clothing, personal protective equipment (PPE), hygiene, reporting accidents, fire safety).
- Visiting different workplaces to observe the type of environment to see how it would suit them (eg working indoors, working outdoors).
- Job carving, where a job is tailored so that certain duties are removed if they would prevent the person from doing the job role. This approach will support planning a work experience placement (eg if a job requires a certain level of literacy skills, can this be adapted so that the person can still do the job – can it be removed and the rest of the duties still completed).
- Making posters or PowerPoint presentations to show different job roles.
- Designing a quiz about job roles.
- Creating photo montages of themselves in different workplaces.

When a suitable work experience placement has been identified and the setting is confident that this will be an appropriate placement, the young person will complete the **My work experience plan** template, which will prepare the young person and their staff for the placement.

Sample

staff will need to develop strategies to ensure that what is completed on the templates reflects the young person's experience and choices.

Centres will be aware of an individual's needs and provide support as necessary; this may fluctuate during the course of the module as needs can change over time. It is important that young people develop independence skills wherever possible and that support is gradually reduced as skills and knowledge become embedded.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

Vocational profile

This module will support the completion of the **Vocational profile**. This document is an ongoing document used within the Realising Aspirations: Employment modules and it should be completed during this module.

Information from the learning activities in this module and in the **My enterprise projects** and **My work experience** modules will support completing this. The **Vocational profile** includes information that is needed to prepare a young person for their next stage towards getting a job

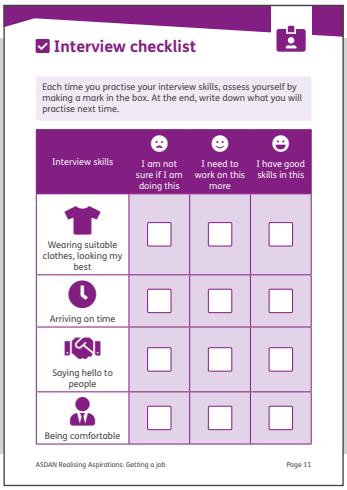
The first page of the **Vocational profile** is a one-page profile for employment that can be handed to prospective employers. This will need regular reviews and updating as the young person's circumstances and experiences change.

The young person's preferences for types of job role will have been explored during work-related learning or work experience opportunities, including those in the **My enterprise projects** and **My work experience** modules.

Interview checklist

This template can be used at each practice interview to support the young person to build interview skills from their starting point. It should be completed with support from someone who has witnessed the interview and can offer supportive and constructive feedback.

There may be some elements of successful interview technique that the young person would find very challenging or would not want to do (eg understanding social cues or communication). Centres will know the young person well and be able to support them to explore alternative ways to build confidence in these skills and continue practising them.



Interview checklist

Each time you practise your interview skills, assess yourself by making a mark in the box. At the end, write down what you will practise next time.

Interview skills	I am not sure if I am doing this	I need to work on this more	I have good skills in this
Wearing suitable clothes, looking my best			
Arriving on time			
Saying hello to people			
Being comfortable			

ASDAN Realising Aspirations: Getting a job Page 11

Video CV

The video CV should be developed by the young person and should include the key information that they want to share about themselves to employers. It may be important to discuss what is appropriate to share with an employer and think about what they need

Sample

Getting a job

Module outcomes

The outcomes for this module are:

- I have completed my **Vocational profile** that will support me to look for and get a job
- I know where to look for information about jobs
- I know the options for getting the right type of support in a job
- I have practised a job interview with someone I do not know
- I have developed a video CV that I can send to employers

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – to support completion of the one-page profile section of the **Vocational profile**
- **Important to, important for** – to support completion of the one-page profile section of the **Vocational profile**
- **Working, not working** – to assess how practice interviews are going
- **From presence to contribution** – to identify how a young person can play their part in the workplace
- **Matching support** – to identify the skills and qualities that staff will need to support a young person in the workplace (eg job coach, personal assistant)

Useful links

- https://www.preparingforadulthood.org.uk/downloads/employment/428.htm
- https://www.preparingforadulthood.org.uk/downloads/employment/routes-into-work-guide.htm
- https://www.preparingforadulthood.org.uk/downloads/employment/work-experience-guidance.htm
- https://www.mencap.org.uk/advice-and-support/services-you-can-count/employment-services
- https://www.base-uk.org/
- https://www.remploy.co.uk/
- https://www.gov.uk/access-to-work
- https://enableservices.co.uk/training/tsi-training-in-systematic-instruction-3-days/

Sample