
Meeting of the Adult Social Care Select Committee - 17th January 2024

Report of the Director of Adult Social Care

Preparing for Adulthood (PFA)

Purpose of report

1. To inform the Adult Social Care Select Committee of the development of the Preparing for Adulthood Team within Dudley Disability Service and how this is working to improve the outcomes of young people with disabilities and/or autism in Dudley.

Recommendations

2. It is recommended for the Select Committee:
 - to review the contents of the report and refer to the relevant Service Director if any further information on Preparing for Adulthood is required.

Background

3. The last 18 months have seen the development of Preparing for Adulthood in Dudley Council this was in response to the Preparing for Adulthood Strategy and Action Plan published in July 2021 and the recognition of the need to improve the pathway for young people with special educational needs and disabilities (SEND) who may need support as adults from Adult Social Care.
4. Preparing for Adulthood aims to support young people from the age of 14 to enable them to have a smooth and fulfilling transition from childhood to adulthood. The Preparing for Adulthood approach aims to demonstrate that, by intervening earlier and differently, outcomes for the young person can be improved. This will result in improved quality of life and life choices, based on enhanced and sustainable health and wellbeing,

independence, choice and control, where they are defined by their strengths and not by their diagnosis, condition or behaviour.

5. In summary, Preparing for Adulthood:

- Supports young people entering adulthood to be physically and mentally resilient so once they become an adult, they will have a connective, fulfilling and productive life.
- Build lifelong support networks.
- Increase the number of supportive and lasting relationships.
- Reduce the number of residential placements.
- Improve the emotional and mental wellbeing of our young people.
- Improve access to employment opportunities.
- Improve the support offer of re-accommodation.

6. Although led by Adult Social Care the development of Preparing for Adulthood has been a partnership approach with the process being fully supported by SEND, Health, Childrens Services, Connections, Schools and Colleges, young people and their parents and carers.

How we have worked together to achieve the aims and objectives

7. The Preparing for Adulthood strategy identified four underpinning pillars:

- Opportunities to access further education and employment.
- Independent living including access to supported living.
- Full inclusion and active participation in local communities as an equal citizen and to be supported to build relationships and friendships.
- To maintain health and wellbeing with reasonable adjustments in place as appropriate to support the access to mainstream health provision and services.

8. Under these 4 pillars a range of outcomes were agreed. Working groups were set up to drive forward the achievement of the outcomes. These have been extremely well attended by a wide range of stakeholders.

9. Outcomes will be achieved by:

- Promoting independence.
- Using a strengths-based approach.
- Prevention and early intervention.
- Whole system multi-disciplinary networks of support.
- Focusing on what the young person wants and to raise aspirations.
- Encouraging problem solving skills, resilience and independence.

- Supporting statutory teams by offering more time with the young person on Preparing for Adulthood related activities.
 - Being a system 'connector' to champion the testing of a new practice model, including connection pathways, sharing information and two-way communication to discuss different roles and services.
10. The SEND Ofsted inspection also identified that provision to support young people who were moving into adulthood was not sufficient in Dudley so the Preparing for Adulthood work also focused on improving this. A post 19 high needs group was established to lead this work.
11. It was also recognised that operationally the existing transition pathway was not enabling young people to be appropriately supported especially those young people known to SEND but not known to Childrens services. This has led to a complete redesign and the team sitting in Dudley Disability Service now known as the Preparing for Adulthood team are able to support young people from age 14. There are 4 support workers who support young people and their families. They will soon be joined by a fifth worker whose focus will be on young people who are likely to need support from the Mental Health Team.

What has been achieved

12. Adult Social Care Commissioning Team supported the development of a Post 19 Complex Needs Development Plan. This plan was coproduced with a wide range of stakeholders including young people and parents/carers. It identified a range of areas where improvement and procurement were required. Feedback from the parent/carers involved in the development of the plan include:

“As the working groups have progressed, we do feel really included in the complex post 19 project. We feel valued and feel that our comments and suggestions are listened to and that we can ask lots of questions. We were involved in the draft plan and the finalised version of this”.

13. One key area that was identified for improvement was communication and information about what Adult Social Care Services and Preparing for Adulthood are. The working group reviewed existing information and helped develop new pages for the Dudley Council Website, including an animated video developed by young people that explains what Preparing for Adulthood is. They are also filming 'day in the life' videos to go on the website to show other young people what life can look like with a good support package. The group redesigned the information leaflets for Preparing for Adulthood and have designed new banners to use at events. The Preparing for Adulthood team have also been attending as many

events and meetings as possible to reach parent/carers and young people and share information about Preparing for Adulthood and Post 19 provision. Feedback includes:

“Thank you so much for taking the time to come to Lifted Spirits this week. The feedback has been so good! Everyone has taken something from the morning and we have had lots of positive comments”.

14. Workshops have been set up with the Carers Network for Parent/Carers that focus on supporting them to prepare for their young person moving to adulthood. They choose the subject they would like to know more about and topics have included Mental Capacity; how this is assessed and what parents need to think about if their young person is deemed not to have capacity, and Welfare Benefits and how this will change when their young person turns age 18. The feedback from Parent/Carers has been fantastic and they all feel the sessions are extremely beneficial. Parent/Carers have stated that the sessions are *“really useful to get together and discuss issues”* and they value *“being listened to”*. The sessions are held at the Brett Young Carers Hub so it also connects the parents/carers to this provision and again we have had excellent feedback about the range of support on offer to them when they move into this informal carer role (see Appendix 1 for feedback from one of the sessions).
15. Enabling Parent/Carers to visit examples of current provision and talk to young people who are accessing the services has also really helped to increase the knowledge of what Post 19 provision is and how it could work for their young person. We have been supported to do this by Sarah Offley at Dudley Voices for Choice who has played a huge part on the Preparing for Adulthood development and enabled us to involve young people all the way through. Feedback from parent/carers includes:

“We have been welcomed into the community particularly by Sarah Offley and Dudley Voices for Choice. As a result of this new relationship, we have been out to see several community visits looking at social care micro provisions and we have spent a full day at Glasshouse college. There is some superb educational provision at glasshouse and other places out of the borough, and we still feel really strongly that the people involved in commissioning the education post 19 need to meet some young people who have complex needs, to understand the cohort. We also feel they would benefit from visiting a local good educational provision such as glasshouse. We are concerned that any offering is not just life skills and that there is real educational opportunities with outcomes, such as what we saw at glasshouse last week”.

16. The introduction of Preparing for Adulthood support workers into the operational team has enabled focused support to be provided to young people and their families where we feel transitioning to adulthood is likely to be complex. The workers support the parent/carers to navigate this change and work with the young person to identify how they would like to live their life. Feedback from parents supports that the workers are having a positive impact and improving their experience of transition (see Appendix 2 for PFA Support Worker Compliments and Feedback).
17. When working with young people the Preparing for Adulthood support workers use a new tool developed for the team called a PFA Personal Support Plan. This plan was designed by young people themselves and includes questions they want to be asked. The plan helps us to gain a detailed picture of the young person and what they would like their life to look like. The plan supports the assessment process and enables the young person's voice to be heard in the assessment and a real focus on their strengths and the outcomes they want to achieve. They also focus on building a picture with the young person of their circles of support and this enables us to see how we can support this to be more sustainable thus reducing the formal support they may require as adults and maintaining their independence.
18. The Housing Needs Analysis commissioned by Dudley Disability Service highlighted a lack of provision for young people with a learning disability and/or autism in Dudley. This combined with a need to increase provision to support young people gain skills for independent living led to the development of the vision of a Foyer for young people with a Learning disability and/or autism. This is an innovative idea and builds on the successful concept of Foyers for vulnerable young people experiencing homelessness, drug and alcohol issues, carer leavers etc. We are working closely on this exciting project with a local provider, the Foyer Federation and award-winning architects from Australia who have designed Foyers around the world. The vision and plans for the Foyer are being coproduced with young people and we hope to be able to share initial designs for the Foyer soon.
19. Dudley Disability Service has a new Independent Living team who will work with young people and their families to explore different types of accommodation enabling a smooth transition from parental home or residential college or care into more independent living. They will also support young people to identify community-based services and options that enable them to be a more active part of their community and develop interests and friendship groups.

20. The Preparing for Adulthood team within Dudley Disability Service has no waiting list for assessments a significant reduction from 48 waiting for assessments since 12 months ago, and the zero waiting has been sustained for 4 months now, the team is working hard to clear the waiting list for review, this will be achieved by March. We think it is extremely important that young people get a timely and consistent response from the team so they feel it is there to support them when they need it.

Impact of Preparing for Adulthood

21. Knowing that the changes we have been making are having a positive impact on young people and their parent/carers is extremely important to us. Parent/carers are telling us that they feel more informed and involved. They are excited about some of the new developments that they are involved in and have a greater understanding of what an independent life could look like for their young person.
22. Young people have more choice and are choosing alternatives to formal education which is enabling them to access their community, build confidence and skills that will enable them to be more independent (see Appendix 3 for case studies).
23. Dudley Disability and the SEND service have developed a much closer and effective working relationship. Communication is good and meetings take place regularly to discuss young people and their options. We have also been meeting with colleges from across Health and Social Care to share information about Preparing for Adulthood and how they can be involved. Recent feedback from a meeting with Educational Psychologists demonstrates the impact of this:

“The feedback was fantastic and really highlighted the value in connecting with our colleagues within the LA. I think most of us weren’t aware of being able to signpost for self-referrals into PFA so that was really valuable information to know. Definitely information other colleagues will benefit from knowing so it’s great to hear you’re planning on more of these sessions, I think lots of people will really benefit from it”.

24. Schools and colleges are more informed about Adult Social Care and the options that are available for young people when they move into adulthood. This, together with the relationship with SEND colleagues and the Preparing for Adulthood support workers working with young people has enabled creative packages of mixed provision to be offered, the result being parents withdrawing from the tribunal process, accepting and now asking for mixed provision of locally provided education and social care instead of out of borough college. As well as enabling the achievement of better outcomes this has a wider impact. Although having financial

implications for Adult Social Care in the short term it is achieving significant financial savings for the wider council and should lead to long-term saving for Adult Social Care (see Appendix 3 for case studies).

25. We have been working with the provider market to increase their understanding of Preparing for Adulthood and the services young people will need as they move into adulthood. This is leading to a real sense of working together to improve the range of provision and choice for young people, and to think innovatively about how we can meet needs.
26. Co-production has been at the heart of everything we have developed within Preparing for Adulthood and this has delivered real benefits in terms of how we have responded to the challenges and the outcomes that have been achieved. Everyone involved say they feel listened to, they feel included, they are committed to achieving the outcomes and we are all working together to do this. Feedback from parent/carers includes:

“I welcomed being involved in this particular work stream as I have recent lived experience in this area in terms of my son’s journey. The discussions that have taken place have highlighted how complicated this area is and how important it is to explore all options so that each young person can have their individual needs met. This inevitably takes time and whilst it has at times seemed to be slow progress I understand why this is the case. I have been really pleased to hear Emma’s thoughts regarding challenging traditional models of learning and employment for our young people. She has some positive and ambitious ideas which she shares with the group and asks for feedback which parents and professionals have been happy to share. I am looking forward to continuing to be involved with this work moving forward”.

“We are happy to continue to be involved and are really enjoying learning more about post 19 to remove the fear and share the information with parents at Lifted Spirits going forward”.

Future plans for Preparing for Adulthood

27. The Preparing for Adulthood team and work will continue to grow, and the stakeholders are working hard to make sure outcomes are being achieved and the journey for young people into adulthood continues to improve future plans; including:
 - We are recruiting a Preparing for Adulthood support worker for Mental Health who will focus on supporting young people where Mental Health support is the predominate need. We believe this could prevent many young people needing support from Adult Social Care Mental Health team.

- We would also like to extend Preparing for Adulthood support for young people who could potentially become adults at risk but do not have a disability or need for secondary mental health support to prevent them needing Adult Social Care.
- The Foyer development will continue to take shape and will hopefully be delivered within the next 3 years.
- We are looking to improve access for young people to Direct Payments and have commitment to develop tri-funded personal budgets to include Adult Social Care, Education and Health funding. This will give young people with complex needs much more flexibility, choice and control over how their needs are met
- We are looking to develop Individual Service Funds (ISF) to fund innovative services to support young people.
- We are working with SEND to improve the pathway for young people not known to Childrens Services to enable easier identification and the ability for Adult Services to provide support from 14 yrs.
- Continue to improve the knowledge of Preparing for Adulthood and the needs of young people with the provider market so we can work with them to develop services that fill some of the gaps in the market.
- Continue to work with providers to develop innovative way to respond to demand.

Finance

28. There are no financial implications arising from the contents of this report.

Law

29. In the last couple of years there have been several policy changes that have affected the lives of disabled young people, those with Special Educational Needs and their families, and had an impact on the range and quality of support available to them as they prepare for adulthood.
30. Legislation gives local authorities a legal responsibility to co-operate, and to ensure that all the correct people work together to get the transition right for a young person.
31. The two pieces of legislation that have the greatest influence on support for disabled young people preparing for adulthood are Part 3 of the Children and Families Act 2014, which focuses on Special Educational Needs and Disability and Part 1 of the Care Act 2014, which focuses on the care and support of adults. Importantly, the Children and Families Act 2014 introduced a system of support which extends from birth to 25, while

the Care Act 2014 deals with adult social care for anyone over the age of 18.

32. This means there will be a group of young people aged 18-25 who will be entitled to support through both pieces of legislation. The two Acts have the same emphasis on outcomes, personalisation, and the integration of services. Preparing for Adulthood aims to join up these two pieces of legislation at a local level.

Risk Management

33. There are no risk implications arising from the contents of this report.

Equality Impact

34. The provision of the Dudley Disability service supports people with protected characteristics, primarily people with a disability.

Human Resources/Organisational Development

35. There are no human resource implications arising from the contents of this report

Commercial/Procurement

36. There are no commercial/procurement implications arising from the contents of this report.

Environment/Climate Change

37. There are no environment/climate change implications arising from the contents of this report.

Council Priorities and Projects

38. Through our People Strategy, this service change supports the council's strategic priorities by identifying what the workforce needs to look like and how it needs to operate to deliver outcomes for the residents of Dudley borough. It will not have any negative impact on current wider Council and borough activity and projects including but not limited to:

- Climate Change and our Net Zero target by 2041
- Digital and Information Technology (including Data Protection)
- GP and health provisions
- Public transport connectivity

- Local housing needs
- Local deprivation and cost of living
- Green spaces and the safety of the community
- Corporate Parenting
- Asset and Property Management

39. This service change also aligns to our council plan outcomes by ensuring everyone, including our most vulnerable, have the choice, support and control of the services they need to live independently, and all residents benefit from access to high quality, integrated health and social care.



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Director of Adult Social Care

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Appendices:

Appendix 1 – PFA Carers Support Workshop Feedback Analysis.
Appendix 2 – PFA Support Worker Compliments and Feedback.
Appendix 3 – PFA Case Studies.

PFA Carers Support Workshop – Feedback Form Analysis

Feedback Question	Very Good	Good	Poor	Very Poor	Don't know
Overall how did you find the workshop?	9 people	1 person	0	0	0
How would you rate the accessibility and parking of the venue?	9 people	1 person	0	0	0
How would you rate the facilities of the venue?	9 people	1 person	0	0	0
Please can you tell us what you found good and what could have made it better?	<ul style="list-style-type: none"> - Really useful to get together and discuss issues. - Lots of information, very positive. - Being Listened to. - So many issues that need addressing – so many questions to be answered. - Chance to speak to other parents and to know so many people are struggling and need the information/support. - Meeting other people with similar experiences and learning about help in the community. - Lots of discussion. - Too hot in room. 				
Which parts of the session did you find most useful? (tick all that apply): a) What is Preparing for Adulthood. b) Carers and the Care Act – how does this change things. c) Dudley Carers Hub and Wellbeing Service. d) Engagement Exercise. e) Question and Answers.	<ul style="list-style-type: none"> a) 8 people chose this answer b) 4 people chose this answer c) 5 people chose this answer d) 6 people chose this answer e) 6 people chose this answer 				
Please can you tell us more:	<ul style="list-style-type: none"> - Hopefully these sessions can continue for other parents to engage in. - More sessions please. - My son is 21 with ASD so learning about support out there is useful. 				
Which parts of the session did you find least useful? (tick all that apply): a) What is Preparing for Adulthood. b) Carers and the Care Act – how does this change things. c) Dudley Carers Hub and Wellbeing Service. d) Engagement Exercise. e) Question and Answers.	<ul style="list-style-type: none"> a) 0 people chose this answer b) 1 person chose this answer c) 0 people chose this answer d) 0 people chose this answer e) 0 people chose this answer 				
Please can you tell us more:	<ul style="list-style-type: none"> - It was all very useful. - Trying to find options. - All useful. - Not enough time available. 				
If we were to offer more workshops around Preparing for Adulthood and support for parent carers, would you be interested in attending? a) Yes b) No	<ul style="list-style-type: none"> a) 8 people chose this answer b) 0 people chose this answer 				
If yes, how would you like to attend: a) Webinar (i.e. MS Teams). b) Face to Face. c) Don't mind.	<ul style="list-style-type: none"> a) 0 people chose this answer b) 7 people chose this answer c) 1 person chose this answer 				
If yes, when would you prefer to attend: a) am. b) pm (afternoon). c) pm (early evening).	<ul style="list-style-type: none"> a) 6 people chose this answer b) 3 people chose this answer c) 0 people chose this answer 				
Please share any further feedback you would like to make:	<ul style="list-style-type: none"> - More focussed sessions i.e. education, housing, law, benefits. - More focussed workshops. - Too many questions on feedback form. 				

Compliments and feedback received for PFA Support Workers:

Feedback for PFA Support Worker:

“I just want to take time out to commend you on the support you have offered and continue to offer to XXX.

XXX can be quite a complicated young person and not the easiest to reach, but you have worked tirelessly to engage her and offer the support she needs. I know this is not easy but you persevere.

You evidence good multi-agency working, by liaising with all parties involved and keeping us up to date on what you are doing your end. I am aware that XXX has demanded you time beyond the call of duty, working even beyond 8pm, when you should be with your own family, which evidences your commitment to the young people you support. You are indeed a good advocate for XXX and she acknowledges this.

Andrew and Joseph, Renata Maciejewska is indeed a valuable asset to your service”.

Regards,
Deidre Chin
Team Manager - Children in Care & Resources - Care Leavers

Social Worker Feedback on the PFA Personal Support Plan:

“From a social work perspective, it was felt that the PFA Personal Support Plan that was completed by the worker Lisa Stone was very helpful, relevant and factual regards to the information that had been collated and beneficial to the completion of Care Act assessment.

Information collated by the PFA worker allowed me to identify XXX’s current level of need and the support provided to him, it helped identify his current needs, wishes and feeling alongside capturing his future aspirations.

The PFA workers involvement also reduced the time that I was to spend completing assessments and gathering information, through the support provided by contacting service provisions, both formal and informal and checking its appropriateness to the meet the young person’s aspirations.

I feel that the PFA involvement supported me to build a good rapport with the family and individual through regular visits and contact made by herself and me throughout as the family could contact one of us or both.

I felt that this overall involvement from the PFA worker and the PFA plan completed, reduced the amount of work which I was / had to complete myself, alongside reduce the duplication questions being asked and explored with the individual, as this can sometimes be overwhelming for most families.

I feel that Lisa explored the PFA pathway and processes thoroughly with family very well which also allowed them to understand the next process where the Care Act assessment was to be completed, and support plans and referrals made.

Overall, a good piece of work! It would be very beneficial if the PFA workers could remain involved throughout by helping with the sourcing of suitable services and be available for the family to contact if the allocated worker is absent”.

Regards,
Nina OShaughnessy (DDS Social worker)

Feedback for PFA Support Worker:

“I just wanted to say that my professional feedback for you as an individual would be that I find you very professional, easy to get hold of, supportive and dedicated to young people, great team worker who keeps me fully updated, a pleasure to work with”.

Regards,
Lisa Talbot
Young Persons Advisor Children in Care & Resources - Care Leavers

Case Study 1

XXX recently turned eighteen and lives in accommodation provided by the residential college where he attends. He has a good sense of humour and likes to be around his family. His parents are main carers for his younger sister. He loves mountain biking and spending time by the local canals.

He likes having time to himself and space when he needs it. XXX likes to have control over when he sees people. He goes to college 5 days per week and has taxi transport provided to take him there. Conforming to a rigid timetable of provision poses challenges for XXX, where he is expected to comply.

What are XXX's strengths

XXX loves being in the outdoors where he feels a sense of freedom and no external control. XXX can articulate his wishes about what he wishes to do and when, he finds it difficult being expected to attend classroom lessons at certain times and be punctual for the taxi transport. He often found himself not attending college and did not have any interests he was able to pursue in replacement due to the restrictive nature of residential college provision.

XXX's experience

XXX has Autism and Fragile X Syndrome. He had been living in accommodation provided by the college until behaviours manifested and was moved to self-contained accommodation with his own care staff team. Sadly, the behaviours did not subside and in anticipation of his 18th birthday, a referral was made to the Preparing for Adulthood Team to plan his transition to adult social care.

With the Preparing for Adulthood approach, we were able to establish that he did not wish to be in college full time or conform to a timetable that had been set for him without consultation with him. It was clear he wanted to be in control of his life and choose what happens. However, a decision to cease education comes with the withdrawal of the accommodation he was living in and it was not an option to return to the family home.

The Preparing for Adulthood worker identified with XXX he would like to live in an area near countryside and canals so he was able to walk or get there by bike. He struggled to use public transport or be in vehicles due to a fear of closed spaces. Supported living accommodation was identified for XXX, which he viewed and agreed to take on the tenancy himself. A transition was carefully

planned with XXX reducing attendance to college 3 days per week and having introductory days/overnights at his new home with the current staff team.

The support XXX will get to live his life

Upon successful transition to his own accommodation close by to a canal which opens to the local park, XXX has now left college full time and works on a voluntary basis with a local charity who do bike repairs that are flexible whenever he is able to help.

Having his own tenancy means XXX is now able to invite family and friends over without the worry of conforming to college accommodation and behaviour rules. XXX is now able to better self-regulate and the incidents of behaviour have subsided considerably.

XXX is often out with support who cannot keep up with him on the mountain bike! He is now able to wake up and stay up late whenever he chooses to. His care support team are continuing to work and develop a plan, this is continually updated to ensure XXX does not lose out on potential opportunities. XXX had the opportunity to take up paid work but he wanted to continue on a voluntary basis, which he felt was more conducive to his health and wellbeing.

Case Study 2

XXX loves his family, especially his two younger brothers who have similar interests in gaming. He went to a local school up until the end of Year 13. With support from his brothers, he loves watching YouTube videos of professional ESport gamers talking through his favourite games. XXX has many interests including music, his mobile phone and watching the Wolves at Molineux. His parents were very anxious about the next steps for XXX as he transitioned into adulthood and unclear about his education progression. XXX was clear he did not wish to continue with his education and wanted to be active in the community. His parents, who are his main carers supporting with all tasks of daily living outside of the school day, held down permanent jobs which suddenly appeared in jeopardy with XXX's future aspirations.

What are XXX's strengths

XXX can play on his gaming console independently and uses Amazon Echo to navigate through his music playlist at home. XXX goes with his father to watch the Wolves at weekends, but often misses the weekday games due to his father's work commitments. XXX chooses his own meals and often picks the ones that have a kick to them! XXX loves his mother's cooking, but would like to be supported to make his own meals occasionally with the spices to hand.

XXX's experience

XXX has a mild learning disability with a physical disability. He uses a wheeled frame to walk unassisted. After COVID, XXX has worked hard to maintain his mobility, considering he was not able to leave the family home to go outdoors, and he did this by doing exercises with his brothers and involvement from Occupational Therapists who did online demonstrations on Zoom initially.

XXX was referred to the Preparing for Adulthood Team by the Children's Disabilities Team who had set up a domiciliary care package to support him with personal care in the mornings. XXX did not like different carers coming to the family home in the morning.

A Preparing for Adulthood Plan was completed with XXX to identify his wishes and aspirations for the future. A Carers Assessment was also offered to his parents to identify how they can be supported in their roles, this included consideration for how they could maintain employment and sustain this alongside the caring role.

XXX was involved in discussions about his future. He wanted to be more independent from his parents and have a choice in how his care and support is provided, and he wanted his parents to continue supporting on the evenings. He understood why his parents felt staying in education was a good idea for him, but this was not his wish and he worked with his Preparing for Adulthood worker to create a Personal Support Plan that would meet his needs and ensure his parents were able to continue with their lives as usual.

The support XXX will get to live his life

XXX made the decision to leave college at the end of Year 13 and continues to live in the family home while his brothers are young. He hopes to build on independent living skills over the next two years and move out into accommodation of his own when he is 20.

XXX now has a Direct Payment, where he has recruited his own Personal Assistant to come each morning to support getting ready and dressed for the day ahead. He reached the decision to go without the domiciliary care package and opt for an arrangement which gives him more control and choice over his own support arrangements. The Personal Assistant works alongside XXX to build on independent living skills that his mother and father would have typically done for him. He is now chopping up vegetables with support to make his own spicy dishes, he makes enough for the family to have as their main meals some evenings.

XXX is now able to follow the Wolves midweek at their evening games with ad hoc support from his Personal Assistant and adding new widgets he can try out with his brother on his next family visit.

His parents remain in employment and are supported in their caring role because XXX has his own support independently of them. XXX is thinking about going to college 1 day per week to do a social media course to learn how to make his own gaming videos.

Over the next two years it is hoped XXX will build the confidence and acquire new independent living skills to move into his own accommodation in the future. He continues to have his Personal Assistant and the support of his family.

Case Study 3

XXX is a happy young adult and is well liked in school. It has been identified that XXX has reached his full potential in education as agreed by himself and his class teacher, his family are also on board with this. XXX's interests are the outdoors, he loves gardening and outdoor leisure where he visits football grounds, restaurants and gardening centres with his family and his PA.

XXX already had a PA in place before my involvement as parents both work full time. His PA enables him to access the community away from the family home and to spend time with adults around his age group where XXX has formed good relationships. XXX's needs were identified as 1-1 support as he has no road safety or danger's he could be exposed to. XXX needs 1-1 support with all aspects of his daily living activities in line with the Care Act, as he would not have capacity to do this solely on his own. XXX is the only sibling still living in the family home where it has been identified he needs a lot of stimulation to fulfil his needs.

PFA support involved using the PFA Personal Support Plan to work with XXX and his family to build a picture of his strengths, interests and needs. We then started looking together at possible activities XXX could do when he leaves school.

XXX had had some experience at Ashfield Gardens via his school and he enjoys his time there. After discussion with Ashfield Gardens they confirmed they could meet his needs and provide 1-1 support throughout XXX's stay. It was agreed that if everyone was in agreement on him leaving school, XXX could start by attending 2 days a week with a possible increase depending on how he copes with the 2 days.

XXX has expressed an interest in Riverside as it is outdoors where he is happiest. Riverside have confirmed that they could meet his need if XXX provides his own PA that can attend with him. XXX could attend Riverside up to 5 days a week. Discussions took place with mother and XXX's current PA to see if and how often they could provide support for XXX if it was agreed he would attend Riverside. They agreed they could provide this support in line with whatever was agreed in his plan.

XXX wanted to attend social activities in the community in gardening, music, gaming, football and swimming. XXX wants to continue living in the family home and is not wanting to move into his own accommodation or supporting living. Parents are happy that XXX can continue to live with them and are happy to continue supporting him. The PFA Personal Support Plan and all the information that was gathered, as well as options that had been explored, were passed to the social worker to inform his reassessment and support planning.

The overall outcome for XXX is to spend time with peers within his age group and away from the home environment, this will encourage XXX to be more social out in the community and keep him active, it will also improve his ability to interact with others and maintain friendships within his provisional groups. XXX's PA will encourage him to maintain his life skills with prompting on what and how to achieve them and XXX will also explore more of the outside world visiting new places around his interests.

Case Study 4

XXX lives with her mother and her dog (Jake) in a house in the Dudley borough area. XXX has autism spectrum disorder and learning disabilities. She attends Aspire college and her course is due to end on 15th of June 2023.

Information was collected through face-to-face visits, using the PFA Personal Support Plan with XXX, in addition to telephone calls made to XXX's SEND officer, EHCP Co-ordinator and college. XXX identified her aspiration and wishes within the community. XXX wished to live at home with her mother in the short term and in the foreseeable future. She also identified in her education and employment that she would like to increase her confidence and independent/daily living skills. In her hobbies and interests, XXX expresses her passions for arts and crafts, dancing, baking and animals. XXX has said she is hands-on and likes creating and making things. XXX identified that she would like to be a veterinarian or gain work experience/volunteering with animals.

Information regarding XXX's wishes and aspirations were recorded on a face-to-face visit. I discussed and explained there were informal services that offer activities in the community for free or a small fee. XXX and her mother

expressed their interest in the informal activities in the community and information was given to XXX and her parents about various activities within the community. Some of the charities that interested XXX were; Hope House, which offered XXX gardening and specialist cooking courses, Dudley Borough halls, music and dance, the theatre and cinema tickets, Himley Hall, outdoor events, charity fun runs and much more.

XXX's wishes in education were to increase her independence, build on her numeracy and literacy, independent/daily living skills and to keep a scheduled routine that she can become familiar with, alongside additional support within the community with the assistance of a PA. XXX is familiar with technology and had gadgets of her own for example; computer, tablet and Alexa which she uses with the assistance of Alexa (Voice search).

XXX's PFA has been completed along with her PFA Handover for allocation of a social worker. This will inform her Care Act assessment and future support planning ensuring that these are both strengths based and person centred.