Supporting young people into adulthood

Personalised Learning Pathways:
Information for young people and their families
Introducing the Adult Learning & Skills Service

Welcome to the Adult Learning and Skills Service Personalised Learning Pathway Prospectus. The Adult Learning and Skills Service are a government funded SEN provider and are part of the North Yorkshire County Council’s Education and Skills Department.

We provide specialist further education for young people aged between 16 and 25 with physical disabilities and/or learning disabilities. Our Personalised Learning Programme provides a tailored pathway for young people to promote learning and to further develop their skills for independence and employment.

The vision for young people with special educational needs and disabilities is the same as for all young people – that they achieve well at school and in college and make a good transition to adulthood, leading contented and fulfilled lives.

We believe that with the right support and high aspirations, the vast majority of young people who have special education needs and/or disabilities can make a successful transition into adulthood whether into employment, further or higher education, training or a supported internship.

What is a Personalised Learning Pathway?

Our Personalised Learning Pathway is a person-centred programme which supports the young person to develop and progress, based on a clear understanding of their own needs and aspirations. Individual learning and supportive strategies that will help the young person to achieve their goals are implemented within their learning environment.

The purpose of our Personalised Learning Pathway is to enable young people to access local learning opportunities which will lead to community participation, and wherever possible independent living and/or employment. This will be achieved by identifying with the learner clear learning aims and objectives which will empower individuals with the skills, confidence and challenge to be successful in adult life.
How will the young person be supported?

The young person will be supported by our Adult Learning and Skills Service staff from their local Hub. The Hub is the central point of contact for the young person, their family and other professionals. The Hub is where young people meet together on a regular basis for a range of learning opportunities.

**We have four Hubs based at the following locations:**

- Northallerton
- Harrogate
- Selby
- Scarborough

Each Hub has a team of staff led by a Co-ordinator who will support the young person’s transition from school or college into their Personalised Pathway. Our team will ensure that each young person is continually being supported and challenged in their learning to make progress towards their individual learning aspirations.

The team will act as an advocate for each young person, listening and acting upon their views and opinions throughout the pathway, adjusting the programme depending on the interests and progress of the young person. The parents and family members are fully involved throughout the programme, ensuring the level of support and progression is meeting the young person’s needs.

On completion of the Personalised Programme our team will support the young person’s transition from their pathway to their chosen destination whether that be, one of our supportive internships, employment or lone living.
Person centred planning

Our person centred approach is designed to put the young person at the centre of the process. This will mean giving them the opportunities to:

- **Tell others** about themselves including their strengths and qualities
- **Share** what they can do
- **Make choices** and express preferences about what they want to do or be
- **Express hopes** and dreams for the future
- **Identify skills** which need to be improved

It will also mean working with:

- **The young person** to build up a rounded picture of themselves and their skills.
- **Any other agencies** involved with the young person (for example health or social services) to understand any related needs and respond to their individual requirements.
- **A range of people significant to the young person** (a ‘circle of support’) to get a wider perspective on their needs.
- **Action planning.**

Once the Co-ordinator has established a clear understanding of the learner’s interests, aspirations and capacity to learn, a ‘destination statement’ will be drafted which identifies very clear outcomes. This will define an end point for the Personalised Learning Programme and on this basis short, medium and long-term goals can be set to help learners work towards their planned destination.
What is the structure of the programme?

Personalised Learning focuses on three pathways which will support young people to progress: personal progress, independence and employment.

A sample curriculum will include:

- **Personal development** – responsive to learners’ changing needs and aspirations. Provide Learning Programmes which will **inspire** learners to want to find out more, and build enriching/exciting and new experiences to add to what they already know.

- **Travel awareness** – empower learners to actively participate in their local community by accessing local transport links and gaining independence.

- **Independence skills** – Personalised Learning which supports learners to develop their independence skills in a number of settings by accessing a range of learning opportunities which build on existing skills and prior learning.

- **Communication and self-advocacy** – provide guidance and support to learners which will build confidence, self-esteem and independence. Ensure the voice of the learner is at the heart of all their provision by ensuring a range of strategies are in place to recognise and develop their communication skills.

- **Preparation for employment** – support learners to access relevant work related provision which has clear valid outcomes and is delivered in partnership by specialists.

Our Personalised Learning Pathways provide the real, relevant and exciting context in which the young person can learn what they need, are challenged, transfer their learning, and can be recognised for their achievements.
The three pathways explained...

Pathway 1
Personal progress

Learning opportunities will be designed around the young person offering an individual programme of learning which could include:

- Developing communication skills
- Community participation
- Engaging with the world
- Interaction with others
- Sensory awareness
- Creative skills
- Using public transport
- Keeping safe and healthy
- Developing self determination
- Use of technology
- Functional skills
Pathway 2
Independence pathway

The independence pathway will support a young person to develop skills and knowledge in order to be more independent in all aspects of their lives. A typical programme could include:

• Personal development
• Developing independence skills
• Managing money
• Managing the home
• Communication and self-advocacy
• Community participation

“This is the way provision should be developed with people learning what is here locally.”
Parent’s comment

Pathway 3 Employment pathway

For learners working towards employment it will be important to use aspects of vocational profiling. This is an information gathering process dependent on a trusting relationship between the learner and the person compiling the profile. A programme may incorporate the following:

• Identifying the type of employment the learner aspires to
• The abilities, interests, values and experiences the learner has in relation to work
• Work-related likes and dislikes, strengths and aspirations
• Key learning needs and employment goals
• How the programme will be tailored to give the learner the maximum opportunity to gain employment in their chosen field
Meet Leon, one of our young people taking part in our Personalised Learning Pathway.

How did Leon join our Personalised Learning Pathway?
Leon had attended his local special school from the age of 4. Staff at the school identified with Leon and his family key areas of development within the Adult Learning and Skills Service Personalised Learning Pathway entitled personal progress pathway.

Leon’s Education, Health and Care Plan (EHCP) clearly identified the outcomes which he was working towards. Leon’s assessment identified the level of funding required to meet his outcomes as identified within his EHCP.

Leon has profound and multiple learning difficulties (PMLD). His future learning destination was within the areas of personal development and independence skills. Leon and his family wanted him to have a life filled with exciting opportunities leading to increased independence.

Which skills did Leon want to develop on his personal progress pathway?
- Develop communication skills – making choices and developing assertiveness.
- Build relationships – with key advocates and support staff.
- Develop self-determination.
- Build confidence – relishing in a challenge.
- Friendships – develop and maintain friendships.
- Team work
- Community – being an active and resilient participant in his community.
- Lifestyle – maintaining a healthy daily life.

How was Leon’s personal pathway structured?
Leon had access to bespoke courses developed in partnership with the Adult Learning and Skills Service and staff from the personalised learning Hub within the areas of personal development, independent living skills and vocational learning. This course was delivered 2.5 days per week.

Careful consideration was given to the level of support which Leon required in and out of his learning environment. Staff from the Special School supported Leon in the initial stages of his transition and worked with staff from the Adult Learning and Skills Service to model and share best practice.

It was important for Leon to feel safe and have a base which he could access whenever he needed to. This base was his local Hub and it was located in a thriving local community building. The Hub supported Leon on the days when he wasn’t accessing a planned education or community activity and was the first point of contact for his family. Leon’s range of postural management equipment was kept at the Hub and therapists and other partners were able to contact staff at the Hub to plan appointments and review equipment.
A Partnership Plan of Personalised Learning was prepared to meet Leon’s individual needs and aspirations.

**A typical week schedule for Leon...**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Hub</td>
<td>Hub</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-12:00</td>
<td>Vocational course</td>
<td>Independent Living</td>
<td></td>
<td></td>
<td>Learning activity in home town</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Hub</td>
<td>Hub</td>
<td>Lunch</td>
</tr>
<tr>
<td>13:00-16:00</td>
<td>Personal Development</td>
<td>Independent Living</td>
<td>Vocational course</td>
<td>Personal Development 13:00–14:30</td>
<td>Community activity in Multi-sensory environment to include therapies 14:30–16:00</td>
</tr>
<tr>
<td>16:30-17:00</td>
<td>Travel home</td>
<td>Travel home</td>
<td>Hydrotherapy 16:30–18:00</td>
<td>Travel home</td>
<td>Travel home</td>
</tr>
<tr>
<td>Evening</td>
<td>Travel home</td>
<td>Meal with friends</td>
<td>Travel home</td>
<td>Sports Club</td>
<td></td>
</tr>
</tbody>
</table>
Meet the Learner
Emy, Selby Hub

Achievements from our Personalised Learning Programme

- Started to use spoken word more often and has learnt that using speech is a good way to communicate.
- Regularly joined her family for family meals – 2 years ago she would not have done this.
- Continued to build her friendships with others and definitely enjoys being in the company of a range of people.
- Designed the new library cards for the whole of the NYCC library service.
- Been more able to accept change and waiting for things to happen.
- Been able to tolerate noisy and crowded environments more successfully and more often.

Progression route

Emy will be continuing her training work placement at the EmiPeople shop in Selby. She is going to the Blueberry Academy’s Melbourne Centre in York to add to her repertoire of artistic talent and ability. Emy will continue to develop her independence skills by working with a Personal assistant.
Meet the Learner
Jenna, Scarborough Hub

Achievements from our Personalised Learning Programme

• Used her IPad effectively as a communication aid.
• Developed pride in her appearance.
• Become more independent in shopping, travelling on public buses and making a range of simple meals.
• Learnt to say ‘No’ assertively and to keep herself safer.
• Worked well as a member of the team at the Blueberry @ Bar Street shop.
• Enjoyed time with friends and has developed new friendships.

Progression route

Jenna is hoping to continue with a training work placement with Blueberry Academy and to follow her love of music and dance at Creative Care. She is looking around at suitable houses and flats because she is ready to move to supported living.

Meet the Learner
Robert, Scarborough Hub

Achievements from our Personalised Learning Programme

• Started to use photographs to make choices and is doing this more consistently.
• Continued to use a hydrotherapy pool for swimming and to develop his communication.
• Responded consistently to using objects of reference.
• Continued to maintain and improve his physical skills because of the support he has received.
• Communicated effectively with a range of people within the community.

Progression route

Robert is hoping to use both the Castle House Complex Needs provision and Mencap as a base during the week and to continue to develop his communication skills and have an exciting and interesting time.
Meet the Learner
Nico, Northallerton Hub

Achievements from our Personalised Learning Programme

- Esafety course.
- ASDAN PSD Community Action.
- Work towards BTEC in woodwork skills.
- Secured paid employment at a local pub.
- Work placements including Tenants.
- Running his own disco business.
- Enterprise involvement to build up work skills, including: PAT testing, Upcycling, washing and valeting cars.
- Employability course including writing own CV.
- Food and Hygiene Certificate.
- Certificate in household management.

Progression route

Nico has successfully secured a Supported Internship at Broomfield School.
Meet the Learner
Josh, Harrogate Hub

Achievements from our Personalised Learning Programme
- Gained ASDAN qualifications in Employability and PSD.
- Gained certificates in Food Hygiene and Food Preparation.
- Developed work skills at HMV and Paperworks in Harrogate.
- Completed a Toast Masters Youth Leadership Programme and a Can Do Project.
- Achieved independence in travelling, using the bus without support.
- Developed his confidence and maturity.

Progression route
Josh is excited to be starting work on a Supported Internship at Grove Road Primary School in September.
How will you know if the pathway is working?

Our Personalised Learning Pathways will lead towards a final goal or destination which has been agreed with the young person.

The young person’s progress towards this final goal will be evaluated at review meetings held at their local Hub. At these meetings any changes to a young person’s programme will be developed and planned. The programme will ensure that the young person’s educational needs and aspirations are being met.

How is the pathway assessed?

Accreditation/Qualification

Where appropriate, the young person will be supported to achieve nationally recognised accreditations and qualifications for their learning. However, the focus of all learning is to ensure the learner achieves their identified outcomes as stated in their destination statement and Education, Health and Care Plan. The aim is to ensure that the young person: enjoys and achieves, are seen to be making a positive contribution to the community and can move towards achieving economic well-being.

RARPA (Recognising and Recording Progress and Achievement)

RARPA is a tool to measure the progress and achievement of the young person on courses which do not lead to an externally accredited award or qualification. All achievement by the young person on our Personalised Learning Pathways will be recognised and celebrated at our local celebration events.

Preparing for Adulthood

The young person will be supported throughout their pathway to plan and prepare for the next step in their life. There will be a clear and robust plan which will support the young person’s move into further opportunities in adulthood.

Supported Internships

At the end of a Personalised Learning Pathway we may be able to offer a Supported Internship to the young person dependent on their personal progression and needs. Supported Internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN, or an Education, Health and Care plan to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace.

Supported internships are unpaid, and last for a minimum of six months. Wherever possible, we will support the young person to move into paid employment at the end of the programme. Alongside their time at the employer, young people complete a Personalised Study Programme which includes the chance to study for relevant substantial qualifications, if appropriate, and English and maths.
Come and say hello

If you would like find out more information and chat about your options please call in and meet your local Adult Learning and Skills Service Hub team. To arrange a visit please contact your local Hub (contact details are on the back page).

Alternatively, we can arrange for a member of the Adult Learning and Skills Service team to visit your school to discuss our Personalised Learning Pathway in more details. (Please see the back cover for our contact details).
Outcomes that change lives

For further information about the Personalised Learning Programmes on offer with the Adult Learning and Skills Service please email us:

**Scarborough Hub**: Scarboroughplp@northyorks.gov.uk

**Northallerton Hub**: Northallertonplp@northyorks.gov.uk

**Harrogate Hub**: Harrogateplp@northyorks.gov.uk

**Selby Hub**: Selbyplphub@northyorks.gov.uk

You can also contact the Specialist Careers Officer through your son or daughter’s school.

[www.northyorks.gov.uk/adultlearning](http://www.northyorks.gov.uk/adultlearning)  
[@NorthYorkshireAdultLearning](https://twitter.com/NorthYorkshireAdultLearning)

**Contact us**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

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