



Preparing For Adulthood Strategy Easy Read

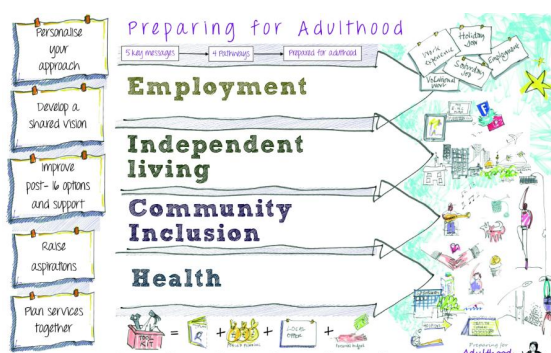
Draft 2025 - 2030

ONE

STOCKPORT

High Hazel, BRAMHALL, Great Cheshire
LANE, Grove, Moor Hulme
MARPLE, CALE, Davenport
Marple, Herton, GREEN, HEALD, Cheshire
Bridge, off, GREEN, GREEN, GATLEY
Romiley, Stockport, CHEADLE, HEATH, &
BREDBURY, BRINNINGTON, EDGELEY, &
Wood, Le, Reddish, the HEATONS

Introduction



This is the Preparing for Adulthood Strategy

A Strategy is a plan of how we will all work together to make things better.

This plan is for the years 2026 to 2031.



We want to make sure that every young person when they are growing up learns what they need to before they become an adult.

We call this “preparing for adulthood”.



We want:

In Stockport we want children and young people to grow up and be happy and healthy.

We want to make sure people with Special Educational Needs and Disabilities are able to dream big and achieve their goals.

We want children and young people to know the pathways to achieving

a job. We want young people to be successful in getting a job

We want people to be able to live independent and healthy lives.



The name we give this is “Gloriously Ordinary Lives”.

Preparing for Adulthood



Growing up is an exciting time for some young people.



For some young people it can be more difficult.



Especially for young people who have Special Educational Needs and Disabilities.

Sometimes we shorten Special Educational Needs and Disabilities to “SEND”.

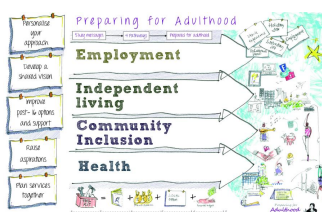
We want to start planning earlier for children and young people



Speaking with friends, family, school, and professionals can be good support for young people.

Young people having a voice and being heard is important.

This is because it helps young people live the lives they want.

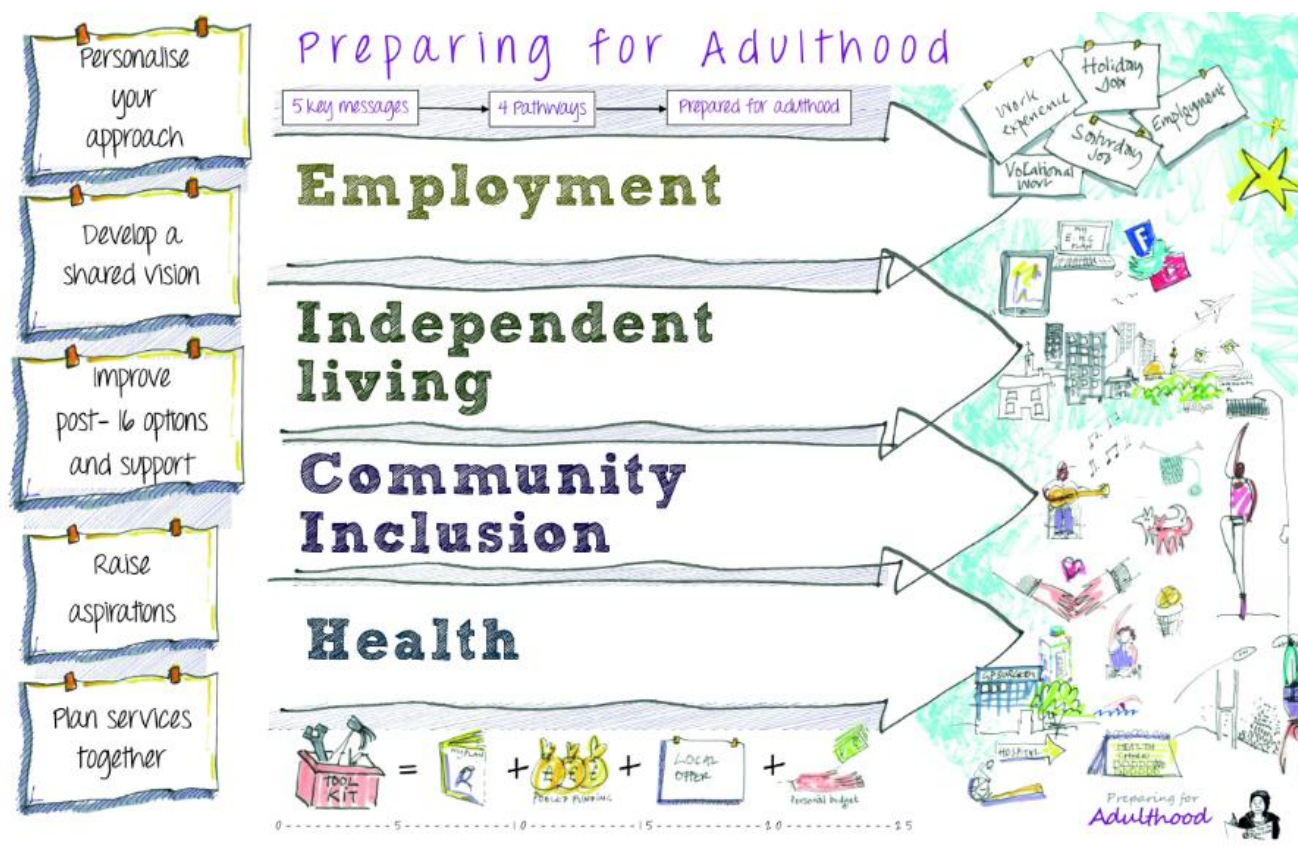


The National Development Team for Inclusion are an organisation that have listened to people and families about what is important when becoming an adult.

They found that there are four areas that are important when planning.

In Stockport we will call the four areas our “Pathways”.

There is a picture below that explains this.



Across the four pathways we will:

- Make sure that young people are at the heart of all decisions about their lives
- Dream big about what young people can achieve



- Make better the opportunities for young people who are older than 16. Especially when thinking about jobs and work skills.
- Listen to young people and make sure that their voices are heard in meetings about improving Preparing For Adulthood.

Employment

We Will:



- To make sure young people have the right skills to get into work. We call this employability skills.

- Create work placements, supported internships, and volunteering that leads to getting a job.



- Use technology and digital tools to help young people get ready for work.
- When we talk about technology this can be:
- Using a tablet to help with communication
- Using a tablet to help with knowing what to do next.

	Using apps to help people find their way to work.
	- Support young people to find out about different jobs. We want to make sure that what young people can do is at the heart of these choices. - We call this “Careers Advice”.
	- Make sure that when a young person applies for a job that the employer knows how to get the best from them. - We call this “inclusive recruitment”
	Plan events for young people, employers and people interested in helping young people into work.
	Update our leaflet and websites with the current options.



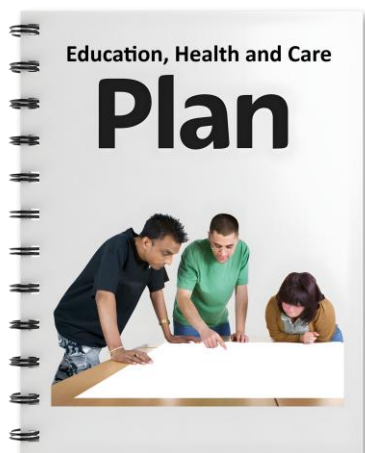
- We will create a group of people who work in different jobs that young people can talk to about that they do. These people can also help them find work experiences.
- We call this a “mentoring network”.

Independent Living

We will:



- Support young people to make choices about where they live.
- Support young people to make choices about how they live their lives.
- Support young people and their families understand their housing options.
- To make we have homes that meet different people’s needs.



- To make sure that young people have goals about how to develop their independence. These goals will be written in their Education health and care plans. We sometimes call these “EHCP’s”.

These goals will about:

- budgeting
- cooking
- travel training
- tenancy awareness
- anything else that helps get ready for being an adult.



- Put on a workshops to help young people and families explore independent living options. We will ask young people and families what they would like to talk about.

Community Inclusion

We will

- Support young people with additional needs to make friends

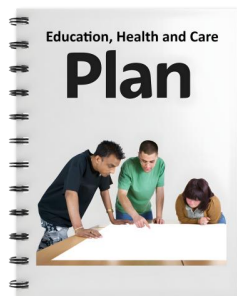


and feel connected to the people and places that are important to them.

- We call the people and places that are important to them their community.
- We want people to feel that they belong in their local communities.



- We will do this by making sure that young people feel seen and valued in the places they go to.
- Continue to work with different groups in the local communities such as youth groups, clubs and religious groups.



- To make sure that young people have goals about how to they link with their community. These goals will be written in their Education health and care plans. We sometimes call these "EHCP's".



- To teach young people about their rights, responsibilities, and how they contribute to their communities.



- Make sure young people and families know about local groups and activities that have changed the way they do things to make sure that people can go there.
- For example they might have extra space for Wheelchair users or less noisy places.
- We call this “accessible spaces”.
- Work with community groups to support them to become more accessible.



- Make communities where everyone feels welcome and young people with additional needs are seen, heard and valued.
- Put on a workshops to help young people and families explore opportunities in their communities. We will ask young people and families what they would like to talk about.

Health

We will

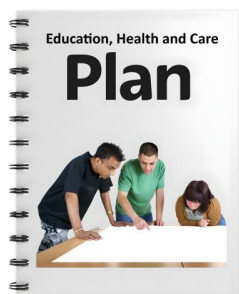


- To support young people to be healthy
- We want young people to be physically as healthy as possible.

- We want young people to be happy and healthy. We know that sometimes growing up can make young people worried.
- We call this emotional wellbeing or mental health.



- We want to make sure that young people know what they can do to help their emotional wellbeing.
- We want to make sure young people know where to go if they need help with their emotional wellbeing.
- We want to make sure that young people get support with their health as soon as possible.



We will make sure that:

- To make sure that young people know about services that can help them keep healthy.
- To make sure that young people have goals about how they link with their health and wellbeing. These goals will be written in their Education health and care plans. We sometimes call these “EHCP’s”.
- We want to make the sure that child and adults services are talking to each other so that young people receive the care they need.

- People with disabilities can find it more difficult to make sure their health needs are met than other people.
- We call this “health inequalities”.



- We want to make sure that we reduce health inequalities for young people.



- Young people with Learning Disabilities and Autistic Young People should have an appointment at their GP surgery every year to help them stay healthy.
- Young people can go for this appointment from 14.
- We call this an annual health check.
- We want to encourage young people to go to their annual health check.

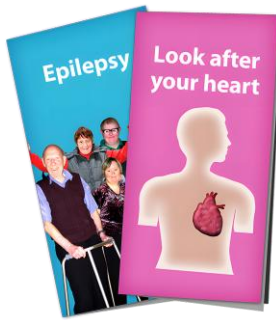


- Put on a workshops to help young people and families understand their rights and improve their health. We will ask young people and families what they would like to talk about.
- Some young people are waiting longer than they should for health services. We will ask those

Waiting List



services what their plan is see young people quicker.



- Public Health run campaigns to help people understand different things and how to keep themselves healthy. We will use these to help young people with disabilities know how to keep themselves healthy.

Transitional Safeguarding: A Shared Responsibility



- We know that the time when young people turn 18 can be difficult and worrying.
- Between 14 and 25 years old there are lots of things that young adults need to learn.
- For example managing your money or keeping safe in your own home.
- This can be more difficult for some young adults especially if they do not have family or friends who can support them.
- We want young adults to have the support they need to achieve their goals.
- We call this “Transitional Safeguarding”.



- We want to make sure that Children's Social Care and Adult Social Care work together to support young people.



- We will agree the way we want to work with young people to support them to be safe when they're a young adult.
- We will work to make people safer when they turn 18. We will make sure we work with young adults who have disabilities.



- We will work with young people who have had difficult times when they were a child.
- We know that young adults difficult experiences when they were children can mean that they find becoming an adult more difficult.



- We will make sure that when we are working with someone that we think about this and change how we work with them to make things better.
- We call this trauma-informed.



- If a young person has a Special Educational Needs Plan we will talk about safeguarding in their yearly meetings.



- We will make sure that different organisations are working together better. For example schools, the police, the council.



- We will listen to young people and their families and keep them at the heart of what we do.



- We will agree how we are going to work together between children's and adult social care.
- We call this a "protocol".
- We will put on training where staff from different organisations can meet. For example children's social care, adult social care and health.

Delivery



- We will have a plan of how we finish the tasks.
- The “Transitions Operational Group” will work together to make sure that we are on track and making progress.

Appendix A

Appendix A provides a list of our key strategies, legislation and policies supporting the delivery of the Preparing for Adulthood strategy.

One Stockport One Future	One Future Plan - One Stockport
Council Plan 2024 -2027	The Stockport Council Plan - Stockport Council
One Health & Care Plan 2024-29	1a One Stockport Locality Delivery plan 2025 - 2026.pptx
One Stockport Locality Delivery Plan 2025-26	< Not published yet, link to be added once available>
Autism Strategy	Our autism strategy - Stockport Council
Children and Young People Plan (2024-2027)	Children and Young People Plan (2024-2027)
Sufficiency Strategy for Children in Care 2024-2027	Stockport Children in Care Sufficiency Strategy 2024 to 2027
ASC Prevention Strategy	Delivering Early Help and Prevention Strategy 2025 to 2030 - Stockport Council
Learning Disability Strategy	One Stockport Learning Disability Strategy 2025 to 2030 - Stockport Council
SEND Strategy and Local Offer	Our SEND strategy - Stockport Council SEND Local Offer - Stockport Council
All Age Autism Strategy	Our autism strategy - Stockport Council
Mental Health & Wellbeing Strategy	Mental Health Strategy 2023-2030.pdf
Think Carer Strategy	Think Carer Strategy 2024 to 2029 - Stockport Council
Technology Enabled Care Strategy	Technology Enabled Care (TEC) Strategy 2025 to 2030 - Stockport Council
Age Friendly Action Plan	<Link to be added once available>
Children and Families Act 2014	• Emphasises person-centred planning and outcomes-focused support. • Requires transition planning to begin by Year 9 (age 13–14). • Promotes joint working across education, health, and social care. • Focuses on four PfA outcomes: employment, independent living, community participation, and health.
Care Act 2014	• Local authorities must carry out transition assessments for young people likely to need adult care services. • Ensures continuity of care—there should be no gap in services when a young person turns 18. • Promotes choice, control, and independence in adult life.
SEND Code of Practice (2015)	• Preparing for adulthood should start early, ideally before Year 9. • All professionals working with young people with SEND should have high aspirations and support them to achieve their goals. • Planning should be person-centred, involving the young person and their family. • Local authorities must ensure strategic planning and joint commissioning to support transitions

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For further advice and guidance, please contact;

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