

Cheshire West & Chester Council

# Preparation for Adulthood Strategy 2026-2030



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Cheshire West  
and Chester

## Foreword

The journey from childhood to adulthood is one of the most significant transitions in a young person's life. For those with Special Educational Needs and Disabilities, this journey can be complex, requiring thoughtful planning, strong partnerships, and unwavering ambition. I am proud to introduce Cheshire West and Chester's refreshed *Preparation for Adulthood Strategy 2026–2030*, which sets out a bold and inclusive vision for how we support our young people to thrive.

The impact of the Covid-19 pandemic continues to be felt deeply across our communities. It disrupted education, isolated families, and placed unprecedented strain on health and social care systems. In its wake, we have seen a marked rise in the number of young people and families seeking support, often with more complex and urgent needs. The landscape has shifted, and our response must be equally dynamic.

This strategy recognises those changes. It builds on the strengths of our previous work while responding to new challenges with clarity and compassion. It reflects the voices of young people, families, and professionals, gathered through extensive co-production, and it sets out a roadmap that is both ambitious and achievable.

Education, employment, health, independent living, and community inclusion are not just policy areas they are the building blocks of a fulfilling life. We know that pressures within the education system, particularly around transitions and inclusion, can create barriers. This strategy commits to breaking those down. It champions early intervention, person-centred planning, and integrated working across services. It places trusted adults at the heart of support and ensures that young people are empowered to make informed choices about their future.

Above all, this strategy is driven by a high ambition: that every young person with SEND in Cheshire West and Chester is equipped to make a smooth, confident, and supported transition into adulthood. We will not settle for anything less.

Together with families, professionals, and communities we will ensure that every young person is seen, heard, and supported to reach their full potential.

**Cllr Adam Langan**

## Introduction

The Preparation for Adulthood (PfA) Strategy for Cheshire West and Chester Council is a forward-thinking framework designed to support young people with Special Educational Needs and Disabilities (SEND) as they transition into adulthood. Building on the foundations laid by the 2020–2024 PfA Strategy, this refreshed approach aligns with the broader ambitions of the 2025–2026 SEND Strategy, ensuring continuity, innovation, and a person-centred ethos.

This strategy is informed by national best practice, including guidance from the National Development Team for Inclusion (NDTi), which emphasises inclusive, outcomes-focused planning. NDTi identifies four key life outcomes that should underpin all transition planning for young people with SEND:

- Employment and Higher Education
- Independent Living
- Participation in Society
- Being as Healthy as Possible in Adult Life

These outcomes form the foundation of a holistic approach to adulthood, where aspirations are nurtured and support is tailored to individual strengths and needs. The strategy promotes early intervention, beginning in the early years, and encourages strength-based planning, aspiration-raising, and co-production with young people and their families.

A graduated approach is embedded throughout the strategy, ensuring that PfA principles are integrated across all educational stages - from early years through to post-16 provision. This includes:

- Person-centred planning that reflects the hopes, interests, and ambitions of each young person.
- Integrated working across education, health, and social care to ensure seamless and coordinated support.
- Practical tools and templates, such as PfA Transition Plans, to guide annual reviews and future planning.
- Empowerment through information, enabling young people to make informed, realistic choices about their futures.

The strategy also emphasises the importance of inclusive communities, access to meaningful work experience, and support for independent living skills. It seeks to reduce inequalities and improve life outcomes by ensuring that every young person with SEND is equipped with the knowledge, confidence, and support to thrive in adulthood.

## National Context

Nationally, outcomes for children and young people with SEND remain lower than those without SEND. The SEND Code of Practice and guidance from organisations such as the National Development Team for Inclusion (NDTi) emphasise the importance of:

- Early and person-centred planning from Year 9 onwards.
- Smooth transitions between children's and adult services.
- Inclusive education, employment, and community opportunities.
- Joint commissioning and multi-agency collaboration.

These principles guide the development of local strategies to ensure young people with SEND are supported to live happy, healthy, and successful lives.

## Local Context

In Cheshire West and Chester, approximately 7,500 under-25s have an identified SEND. The **2020–2024 PfA Strategy** recognised transition as a high-risk period and aimed to align services across children's and adult systems. It promoted person-centred planning and collaboration between education, health, social care, and community services.

The **2025–2026 SEND Strategy** builds on this by setting a vision for inclusive opportunities where children and young people are supported to thrive regardless of their background or need. It emphasises:

- Listening to the voices of children, young people, and families.
- Creating inclusive environments where every child feels safe, welcomed, and valued.
- Removing barriers to participation and learning.
- Working in partnership with families and professionals to secure the best outcomes.

This updated PfA Strategy integrates these ambitions with insights from recent co-production sessions, ensuring that emotional wellbeing, safety, and agency are central to service design and delivery.

## **Vision**

"Every young person with SEND in Cheshire West and Chester is empowered to shape their own future, supported by trusted adults, informed choices, and integrated services that understand and respond to their unique needs from the earliest stage."

## **Behind the Vision**

### **1. Voice of the Child at the Centre**

We actively listen to young people, valuing their aspirations, preferences, and concerns. Their voice shapes the support they receive, and the decisions made about their future.

### **2. Empowered Decision-Making**

Young people and their families are supported to understand the full range of options available to them. They are encouraged to make informed choices and reassured that it's okay to change direction as they grow and learn.

### **3. Early and Holistic Understanding of Needs**

Needs are identified and understood as early as possible, with a focus on strengths and aspirations. Support is coordinated across education, health, social care, and community services to ensure a seamless experience.

### **4. Trusted Adults and Mentors**

Every young person has access to a trusted adult, someone who listens, guides, and advocates for them. These relationships build confidence and resilience, helping young people navigate transitions and challenges.

### **5. Accessible Information and Resources**

Families and young people have timely access to clear, relevant, and practical information that supports confident decision-making and planning for adulthood.

### **6. Confidence in Next Steps**

Preparation for adulthood is not a one-time event but a journey. Young people are supported to feel confident in their next steps - whether in education, employment, independent living, or community participation.

### **7. The Pledge**

The Pledge is a simple but powerful way of setting out how we work together. It's a set of ground rules that guide how we treat each other, a shared set of commitments we all make to build trust and collaboration, and a few clear statements that capture the kind of culture we want to create going forward - one that's inclusive, respectful, and focused on making things better for everyone.

## **The Road Map**

Preparation for Adulthood is a journey on a complex but well-planned road map. The Destination is the same for everyone: adulthood but the journey looks different depending on who's travelling

**Three Roads, One Destination:** There are three distinct roads on this map:

- Young Peoples' Road: Full of discovery, growth and self-understanding
- Parents/Carers' Road: Focused on support, advocacy and understanding independence
- Professionals' Road: Guided by planning, assessment and service coordination

Each road has its own landmarks, roadblocks and turns. Sometimes they run parallel, something they diverge and then merge at key junctions.

**Key Junctions Where Roads Meet:** There are critical points where all three roads come together.

- Year 9 Review: The starting point and first formal checkpoint
- Year 11 Transition: Decisions about education, employment and training
- Moving to adult services: Navigating changes in support systems
- Screenings and assessments: Shared moments of reflection and planning

These junctions are opportunities for collaboration, shared understanding and realignment.

**Navigating the Journey:** Each road is shaped by the characteristics of the driver

- Lived experience
- Wishes and feelings
- Maturity, age and ability
- Future Aspirations

Sometimes a road may take a diversion due to unexpected changes, personal growth or new opportunities. That's okay, diversions are part of a healthy journey and often lead to new opportunities or better paths.

**When Roads Drift Apart:** There will be times the roads are miles apart.

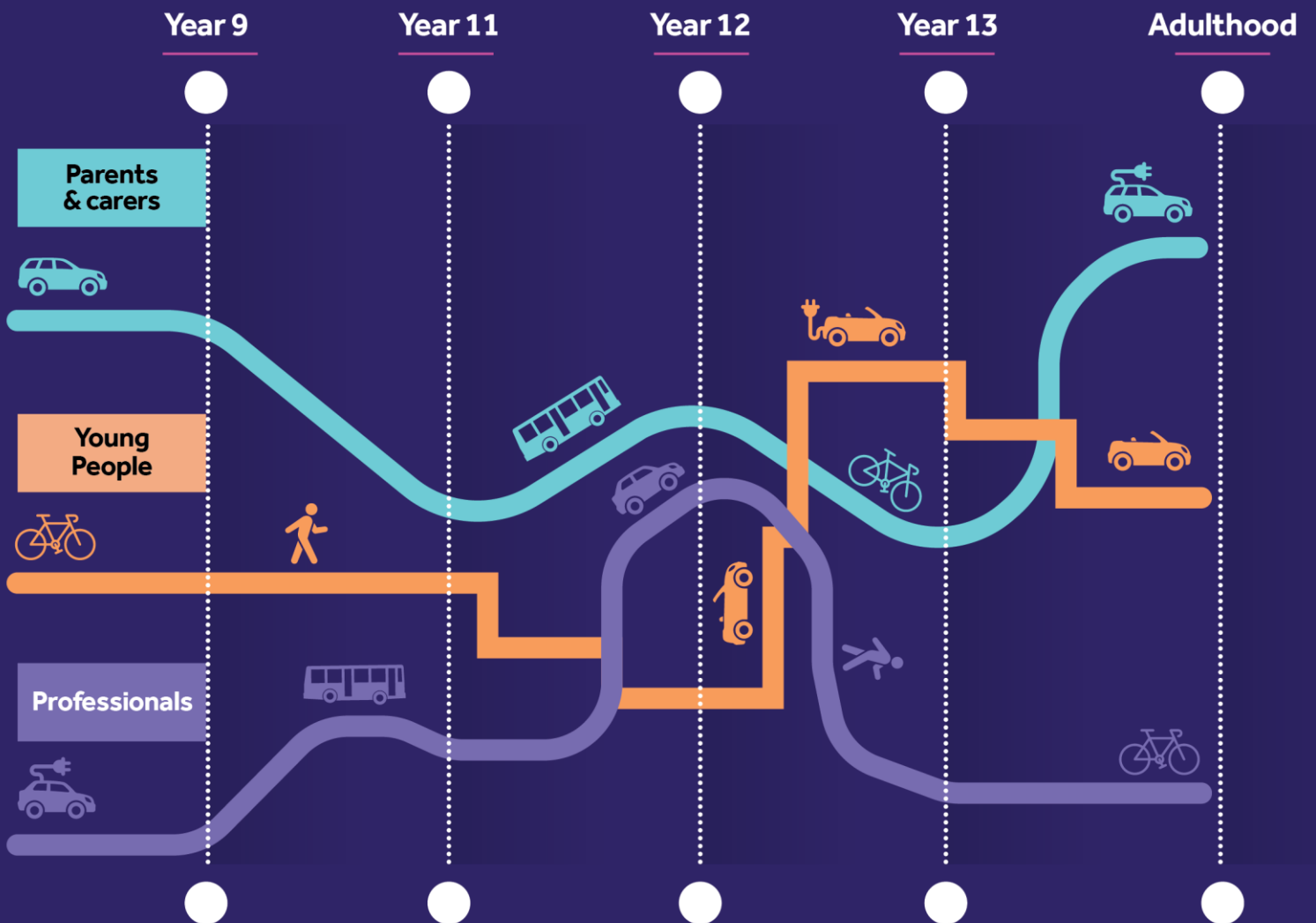
A young person may be exploring independence while parents are still focused on safety. Professionals may be working behind the scenes while families and young people are living day to day.

The distance isn't a problem; it reflects the individual pace and perspective of each traveller.

## The Whole Map Matters

Even when parts of the journey feel disconnected, when viewed as a whole the map reveals a clear route to adulthood. It's a journey built on respect, planning, flexibility and shared goals

And just like any good road trip, it's not just about the destination, it's about making sure everyone gets there safely, confidently, and together



## **Co-production**

To ensure that the voices of young people, their families, and professionals are at the heart of shaping the Preparation for Adulthood Strategy, a co-production roadshow was undertaken during summer 2025 across Cheshire West and Chester. This inclusive engagement involved face-to-face sessions across multiple localities, creating safe and accessible spaces for open dialogue.

Stakeholder groups included:

- Young People (YP)
- Parent Carers (PC)
- Special Educational Needs Coordinators (SENCOs)
- Cheshire West Voluntary Action Network (CWVA)
- CWAC Officers

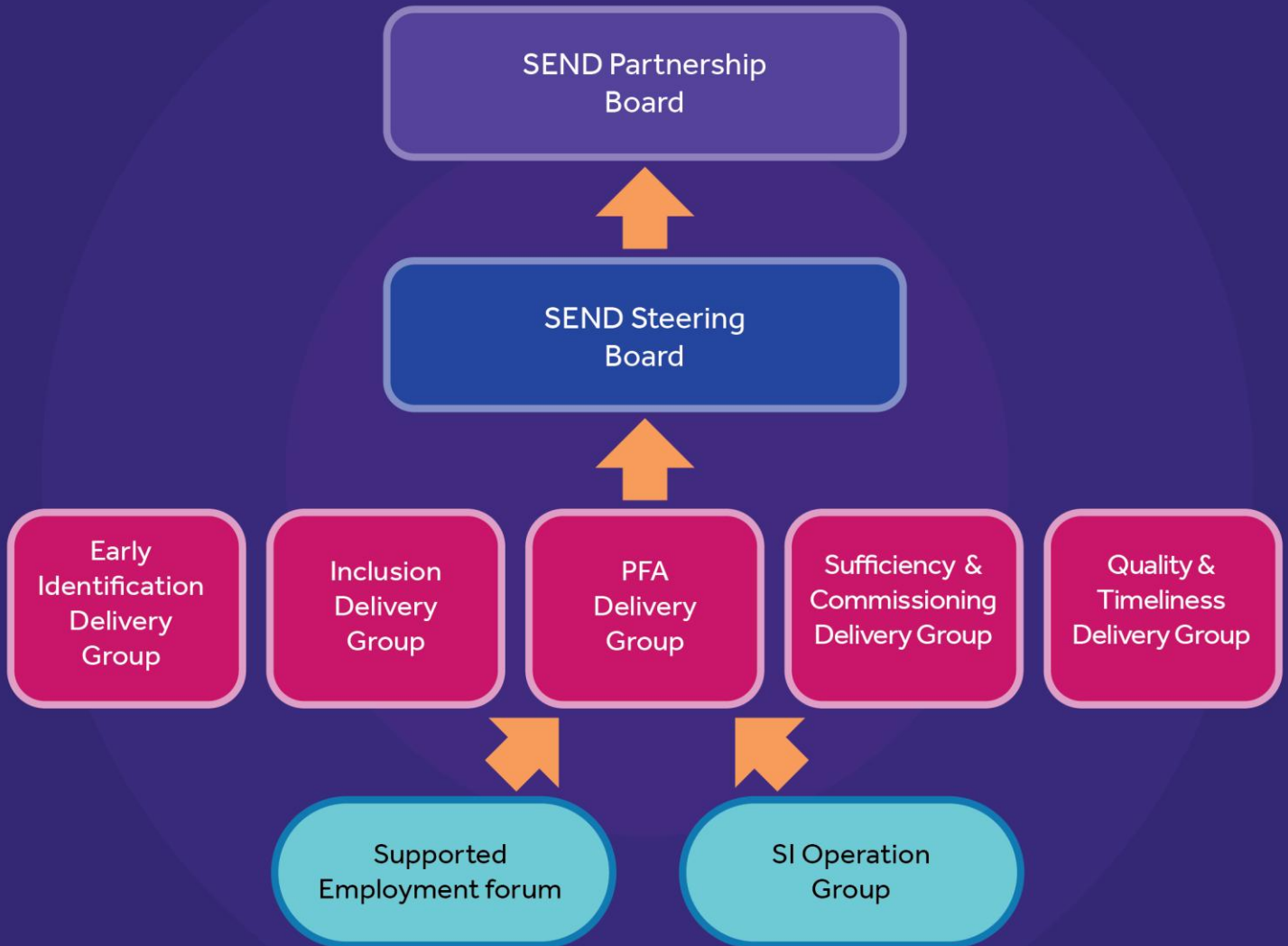
Participants explored barriers and opportunities across five key areas: Health, Independent Living, Process & Communication, Education Employment & Training (EET), and Community. The key points from each session are outlined below

The strategy must bridge this gap by integrating emotional realities with structural improvements, ensuring that young people feel safe, included, and empowered throughout their transition to adulthood.

## Governance

The Preparation for Adulthood Strategy 2026-2030 will be owned and coordinated by the Preparation for Adulthood Delivery Group that is a multi-agency group that has been established as part of the SEND governance structure.

The Preparation for Adulthood Delivery Group is part of a wider governance structure that is show below



As well as the key governance pathways there are a number of interdependencies and links that the Preparation for Adulthood Strategy 2026-2030 will support

Strategy	Summary
Corporate Parenting Strategy	Outlines CWAC's commitment to children in care and care leavers, ensuring they are supported like any good parent would. Focuses on health, education, housing, and participation.
SEND Strategy	Aims to create inclusive opportunities and timely support for children and young people with special educational needs and disabilities. Developed with families and young people.
Children's & Young People's Plan	Sets out shared priorities across agencies to improve outcomes for children and young people, focusing on wellbeing, inclusion, and early help.
Safeguarding Children Business Plan	Focuses on protecting children from harm through multi-agency collaboration, with priorities like contextual safeguarding and tackling exploitation.
Children & Young Peoples Plan	Provides targeted support to families and young people to prevent issues from escalating, including mental health, domestic abuse, and school exclusion.
CWAC Borough Plan	A high-level vision for a fairer, greener, and stronger borough. Youth priorities align with goals around opportunity, wellbeing, and community safety.
Place Plan	A joint NHS and Council strategy to improve health and reduce inequalities. Emphasizes early intervention and support for young people's mental health.

## **Priority: Education Employment & Training**

Education, Employment and Training is a cornerstone of the Preparation for Adulthood Strategy. Feedback from young people, families, and professionals highlighted the need for more inclusive and flexible learning pathways, greater access to local opportunities, and improved support for transitions into work. This priority area aims to ensure that every young person with SEND has access to meaningful education and employment options, with tailored support that reflects their aspirations and potential.

### **What we want to achieve**

- Increase access to inclusive and flexible education and training pathways.
- Improve support for transitions from education to employment.
- Expand inclusive, local work experience and apprenticeship opportunities.
- Ensure tailored support for young people with SEND in mainstream and further education settings.

### **What success will look like**

Success will be measured by increased participation in education and employment, higher satisfaction with transition support, and improved long-term outcomes for young people with SEND.

Theme	Key Actions
<b>Increase Access to Inclusive and Flexible Education and Training Pathways</b>	<ol style="list-style-type: none"> <li>1. Audit and improve education/training pathways for SEND accessibility.</li> <li>2. Co-design flexible learning options with providers.</li> <li>3. Embed inclusive principles and advocate for flexible progression policies.</li> </ol>
<b>Improve Support for Transitions from Education to Employment</b>	<ol style="list-style-type: none"> <li>1. Coordinate transition support with key workers and tailored planning.</li> <li>2. Establish multi-agency panels and peer support networks.</li> <li>3. Integrate transition planning into EHCPs and build borough-wide infrastructure.</li> </ol>
<b>Expand Inclusive, Local Work Experience and Apprenticeship Opportunities</b>	<ol style="list-style-type: none"> <li>1. Engage employers and promote accessible apprenticeship schemes.</li> <li>2. Develop supported internships and job coaching programs.</li> <li>3. Create an inclusive employment charter and track SEND outcomes.</li> </ol>
<b>Ensure Tailored Support for Young People with SEND in Mainstream and Further Education Settings</b>	<ol style="list-style-type: none"> <li>1. Strengthen support mechanisms and staff training.</li> <li>2. Establish SEND resource hubs and personalised learning plans.</li> <li>3. Embed inclusive culture and invest in assistive technologies.</li> </ol>

## **Priority: Community**

Community inclusion is vital for young people with SEND to feel safe, connected, and valued. Co-production feedback revealed widespread feelings of isolation and a lack of inclusive spaces and activities. This priority area focuses on creating welcoming environments, fostering peer support, and ensuring consistent access to community resources. The goal is to build a borough where all young people can thrive socially and emotionally.

### **What we want to achieve**

- Create inclusive and accessible community spaces and activities.
- Promote peer support and social connection opportunities.
- Ensure consistent access to youth clubs and community resources across all areas.
- Use digital platforms and social media to improve engagement and communication.

### **What success will look like**

Success will be seen in reduced isolation, increased participation in community life, and positive feedback from young people about feeling safe and included.

Theme	Combined Actions
<p><b>Create Inclusive and Accessible Community Spaces and Activities via a community led approach</b></p>	<ol style="list-style-type: none"> <li>1. Conduct accessibility audits and co-design workshops with SEND young people and families.</li> <li>2. Adapt venues and programs using inclusive design principles and toolkits.</li> <li>3. Establish an inclusive accreditation scheme with staff training and sustainable funding.</li> </ol>
<p><b>Promote Peer Support and Social Connection Opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Map existing peer support and run focus groups to identify barriers.</li> <li>2. Develop peer mentoring and support SEND-led youth councils.</li> <li>3. Create a borough-wide network of peer support champions and embed support in EHCPs.</li> </ol>
<p><b>Ensure Consistent Access to Youth Clubs and Community Resources</b></p>	<ol style="list-style-type: none"> <li>1. Audit provision and deploy mobile/pop-up services in underserved areas.</li> <li>2. Invest in staff training, inclusive equipment, and set minimum standards.</li> <li>3. Create regional hubs and a centralised directory, with ongoing monitoring.</li> </ol>
<p><b>Use Digital Platforms and Social Media to Improve Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Review and co-design accessible digital tools with SEND young people.</li> <li>2. Develop an inclusive app/platform and train professionals in digital engagement.</li> <li>3. Launch targeted campaigns and forums, supported by a digital inclusion strategy.</li> </ol>

## **Priority: Independent Living**

Independent Living is about empowering young people with SEND to lead fulfilling lives with autonomy and confidence. Stakeholders identified barriers such as limited housing options, financial insecurity, and over-reliance on families. This priority area seeks to develop practical life skills, expand local provision, and promote safe, supported transitions into adulthood. Success will be measured by increased independence and improved quality of life and a Understand the post 18 world

### **What we want to achieve**

- Develop and deliver life skills training for young people with SEND.
- Increase access to supported and independent living options.
- Improve financial literacy and access to benefits advice.
- Provide support for safe transitions from family homes to independent settings.

### **What success will look like**

Success will be reflected in more young people living independently or semi-independently, greater confidence in managing daily life, and reduced reliance on family support. Embedding 'Hope' in the planning and predictive modelling

Theme	Combined Actions
<b>1. Life Skills Training for Young People with SEND</b>	<ul style="list-style-type: none"> <li>- Create a borough-wide life skills framework co-designed with young people, families, and professionals.</li> <li>- Embed life skills into schools/colleges and partner with community organisations for practical learning.</li> <li>- Deliver and evaluate accessible programs including workshops, toolkits, and accredited qualifications.</li> </ul>
<b>2. Access to Supported and Independent Living Options</b>	<ul style="list-style-type: none"> <li>- Map current housing options and consult with SEND families to identify needs and preferences.</li> <li>- Develop new supported and transitional housing models with providers.</li> <li>- Integrate housing planning into EHCPs and advocate for inclusive policies and funding.</li> </ul>
<b>3. Financial Literacy and Benefits Advice</b>	<ul style="list-style-type: none"> <li>- Deliver financial literacy workshops and embed them into life skills education.</li> <li>- Provide accessible benefits guidance through trained professionals and local advice services.</li> <li>- Establish ongoing financial support services and monitor outcomes for improvement.</li> </ul>
<b>4. Support for Safe Transitions to Independent Living</b>	<ul style="list-style-type: none"> <li>- Develop clear transition pathways and templates embedded in EHCPs from Year 9.</li> <li>- Offer family workshops and peer support groups to prepare for independent living.</li> <li>- Assign transition coordinators, provide trial stays, and evaluate outcomes for safety and success.</li> </ul>

### **Priority: Process and Communication**

Clear and respectful communication is essential for effective support. Feedback highlighted confusion between services, lack of transparency, and the need for advocacy. This priority area aims to simplify processes, improve information sharing, and ensure young people are communicated with directly and respectfully. Achieving this will foster trust and enable better outcomes through coordinated support.

#### **What we want to achieve**

- Simplify and clarify service pathways and eligibility criteria.
- Improve direct communication with young people in accessible formats.
- Provide advocacy and navigation support for families and professionals.
- Ensure joined-up working and information sharing across services.

#### **What success will look like**

Success will be demonstrated by improved satisfaction with communication, greater understanding of available services, and more coordinated support experiences including local and accessible drop in's for families.

Theme	Combined Actions
<b>Simplify and Clarify Service Pathways &amp; Eligibility</b>	<ol style="list-style-type: none"> <li>1. Map and review all existing service pathways and eligibility criteria to identify duplication, confusion, or inconsistency.</li> <li>2. Co-produce and publish clear, jargon-free, visual guides and online resources with SEND young people and families utilising the Communications Blue Print</li> <li>3. Embed and maintain simplified pathways in all SEND planning, train staff, and regularly update based on user feedback.</li> </ol>
<b>Improve Direct Communication with Young People</b>	<ol style="list-style-type: none"> <li>1. Audit and consult with SEND young people to understand preferred communication formats and channels.</li> <li>2. Develop and launch accessible communication toolkits, campaigns, and easy-read/visual/audio materials.</li> <li>3. Embed and evaluate inclusive communication standards across services, train staff, and monitor effectiveness through feedback.</li> </ol>
<b>Provide Advocacy and Navigation Support</b>	<ol style="list-style-type: none"> <li>1. Map and promote existing advocacy and navigation services, and provide introductory training for professionals.</li> <li>2. Establish and develop dedicated SEND navigation roles/teams and peer-led support networks, including a borough-wide navigation guide.</li> <li>3. Embed and sustain advocacy and navigation in EHCP reviews, secure funding, and monitor outcomes for continuous improvement.</li> </ol>
<b>Ensure Joined-Up Working and Information Sharing</b>	<ol style="list-style-type: none"> <li>1. Identify and facilitate effective multi-agency groups, workshops, and shared understanding of roles.</li> <li>2. Implement and standardise a shared digital platform, regular review meetings, and joint training for professionals.</li> <li>3. Embed and monitor integrated working, develop information-sharing frameworks, and evaluate impact on young people's outcomes.</li> </ol>

## **Priority: Health**

Health and wellbeing are foundational to successful transitions into adulthood. Co-production sessions revealed concerns about fragmented services, long waits, and poor mental health support. This priority area focuses on improving continuity of care, enhancing access to mental and physical health services, and ensuring young people receive timely and appropriate support. Success will be reflected in better health outcomes and increased satisfaction with services.

### **What we want to achieve**

- Improve access to mental health and emotional wellbeing services.
- Ensure continuity of care during transition from children's to adult health services.
- Promote disability annual health checks and better EHCP contributions from health professionals.
- Increase awareness and access to sexual health and preventative services.

### **What success will look like**

Success will be seen in reduced waiting times, improved health outcomes, and positive feedback from young people and families about their healthcare experiences.

Theme	Combined Actions
<p><b>Improve access to mental health and emotional wellbeing services</b></p>	<ol style="list-style-type: none"> <li>1. Map and promote current mental health services for SEND young people, identifying gaps and waiting times.</li> <li>2. Develop and embed tailored mental health support, including trauma-informed and neurodiverse-friendly approaches, into EHCPs and transition planning.</li> <li>3. Create a borough-wide mental health strategy for SEND young people, with ongoing monitoring and continuous improvement.</li> </ol>
<p><b>Ensure continuity of care during transition from children’s to adult health services</b></p>	<ol style="list-style-type: none"> <li>1. Identify SEND young people approaching transition, review care plans, and provide clear guidance for families.</li> <li>2. Develop and embed transition protocols, including joint meetings, health transition coordinators, and integrated teams spanning children’s and adult services.</li> <li>3. Monitor transition outcomes and adjust services, using shared digital health records and feedback from young people and families.</li> </ol>
<p><b>Promote annual health checks and better EHCP contributions from health professionals</b></p>	<ol style="list-style-type: none"> <li>1. Raise awareness and ensure consistent delivery of annual health checks through schools, GP practices, and training for health professionals.</li> <li>2. Develop and embed a standardised template for health input into EHCPs, with regular audits and feedback loops between education and health teams.</li> <li>3. Monitor and evaluate the quality of health contributions, advocating for policy changes to strengthen health accountability in SEND planning.</li> </ol>
<p><b>Increase awareness and access to sexual health and preventative services</b></p>	<ol style="list-style-type: none"> <li>1. Review and promote accessible sexual health education and services for SEND young people, providing inclusive resources through trusted professionals and youth settings.</li> <li>2. Develop and embed tailored sexual health workshops, drop-in clinics, and staff</li> </ol>

	<p>training into life skills and transition planning.</p> <p>3. Create a borough-wide strategy for preventative health services, monitoring access and outcomes to ensure equity and effectiveness.</p>
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## Glossary of Terms

Term	Definition
PfA (Preparation for Adulthood)	A strategic framework supporting young people with SEND as they transition into adult life, focusing on employment, independent living, community participation, and health.
SEND (Special Educational Needs and Disabilities)	Refers to children and young people who have learning difficulties or disabilities that make it harder for them to learn than most others of the same age.
EHCP (Education, Health and Care Plan)	A legal document outlining the education, health, and social care support a child or young person with SEND requires.
NDTi (National Development Team for Inclusion)	A UK-based organisation that promotes inclusive practices and outcomes-focused planning for people with disabilities.
Co-production	A collaborative approach where young people, families, and professionals work together to design and deliver services.
Graduated Approach	A method of identifying and responding to SEND needs through increasingly targeted support.
Person-centred Planning	A planning process that focuses on the individual's strengths, aspirations, and preferences.
Trusted Adult	A supportive figure who listens, guides, and advocates for a young person during their transition.
Transition Planning	The process of preparing young people with SEND for adulthood, starting from Year 9.
Year 9 Review	The first formal checkpoint in transition planning, typically when a young person is around 13–14 years old.
CWVA (Cheshire West Voluntary Action Network)	A local network supporting voluntary and community organisations in Cheshire West.

CWAC Officers	Staff members working for Cheshire West and Chester Council.
SENCO (Special Educational Needs Coordinator)	A school-based professional responsible for coordinating support for pupils with SEND.
EET (Education, Employment and Training)	A key area of focus in PfA, ensuring young people have access to learning and work opportunities.
Inclusive Employment Charter	A proposed framework to promote accessible and inclusive employment practices for young people with SEND.
Life Skills Framework	A structured approach to teaching practical skills needed for independent living.
Navigation Support	Services that help families and professionals understand and access SEND pathways and resources.
Advocacy	Support that helps individuals express their views and secure their rights, especially in decision-making processes.
Digital Inclusion Strategy	A plan to ensure all young people, including those with SEND, can access and benefit from digital tools and platforms.
Annual Health Check	A yearly medical review recommended for individuals with learning disabilities to monitor health and wellbeing.
Transition Protocols	Agreed procedures to ensure smooth movement from children's to adult services.
Inclusive Design Principles	Guidelines that ensure environments and services are accessible to all, including those with SEND.
Peer Support	Support provided by individuals with similar experiences, often used to build confidence and community.

## Appendix 1

### Co-production detail

#### **Health:**

Young People: Difficulty accessing mental health support and GPs; outdated EHCPs.

PC: Fragmented services, long waits, poor communication; need for better EHCP contributions and annual health checks.

SENCOs: Gaps in transition from child to adult services, especially for ASD/ADHD and CAMHS.

CWVA: Poor continuity of care post-16; lack of mental and sexual health support; need for school counsellors.

#### **Independent Living:**

Young People: Nervousness about independence, housing issues, lack of financial knowledge.

PC: Need for accessible housing, financial support, personal safety, and more services for Autism/ADHD.

SENCOs: Limited local provision, lack of practical skills, over-reliance on parents.

CWVA: Concerns about readiness for adulthood, financial literacy, and respite care.

#### **Process & Communication:**

Young People: Desire for direct and respectful communication.

PC: Overlap and confusion between services, lack of transparency, need for better coordination and advocacy.

SENCOs: Need for clearer information, advocacy, and guidance for professionals.

CWVA: Complex systems, digital exclusion, inaccessible language.

#### **Education Employment & Training (EET):**

Young People: Poor support in mainstream and further education, lack of work experience, job insecurity.

PC: Limited course options, inflexible curriculum, lack of support for transitions and employment.

SENCOs: Restrictive curriculum, lack of local options, need for more employer engagement and work experience.

CWVA: Limited local opportunities, transport barriers, lack of employer adjustments.

**Community:**

Young People: Feelings of isolation, safety concerns, desire for inclusive and quiet spaces.

PC: Isolation, lack of inclusive clubs, inconsistent support across areas.

SENCOs: Lack of peer support and structured activities post-school.

CWVA: Disconnection from local areas, need for youth workers, better use of social media and community assets.

## Accessing Cheshire West and Chester Council information and services

Council information is also available in audio, Braille, large print or other formats. If you would like information in another format or language, including British Sign Language, please email us at: [equalities@cheshirewestandchester.gov.uk](mailto:equalities@cheshirewestandchester.gov.uk)

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You can also telephone: **0300 123 8 123**  
or textphone: **18001 0300 123 8 123**  
website: [www.cheshirewestandchester.gov.uk](http://www.cheshirewestandchester.gov.uk)