



Preparing for Adulthood Outcomes Across the Age Ranges for Children and Young People with SEND

Chapter 8 of the SEND Code of Practice: 0 to 25 years (2015) focuses on Preparing for Adulthood around four defined outcomes. Page 122 states:

Preparing for adulthood means preparing for:

- **higher education and/or employment** – *this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies*
- **independent living** – *this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living*
- **participating in society**, *including having friends and supportive relationships, and participating in, and contributing to, the local community*
- *being as **healthy** as possible in adult life.*

This involves strategic planning from an early age; building on the aspirations of children, young people and their families and ensuring relevant life experiences and opportunities are created. This also involves defining good outcomes and providing appropriate provision throughout the journey into adulthood.

The table below was shared by a school at a Special Schools' Assessment & Progress: Sharing Good Practice Conference in Rugby (December 2016). It provides an outline of the focus and provision needed at each stage to support the four outcomes of Preparing for Adulthood. The table is divided in to early years, primary, secondary, post 16 and 19-25. The table is a work in progress, but provides a substantial structured guide for practitioners to consider all stages in ensuring appropriate provision is a continuum.

The Preparing for Adulthood programme (PfA) is funded by the Department for Education as part of the delivery support for the SEN and disability reforms. For further information visit: <http://www.preparingforadulthood.org.uk/>

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
Age	Local Offer, building independence and resilience, Education, Health and Care Plans			
Early Years 0 – 4 years	<ul style="list-style-type: none"> • following instructions - consider any specifics around sensory impairment • adapting to new environments • playing with other children • real world play (builder / nurse / doctor) • what do you want to be when you grow up? 	<ul style="list-style-type: none"> • feeding and drinking • toileting • real world play (kitchens, DIY, cleaning) 	<ul style="list-style-type: none"> • making friends • social interaction • visits / day trips 	<ul style="list-style-type: none"> • checks at births (hearing etc.) • 2-year-old development check • immunisations
Provision universal and targeted	<i>Speech and language therapy (SLT), occupational therapy (OT), Physiotherapy, health visitor, parents, Portage, community nurse, community/disabled groups, toddler groups, GPs/pediatricians, social workers/respite care, early years professionals, use of personal budgets as appropriate.</i>			

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
Infants Reception - Y2 5 - 7 year olds Key stage 1	<ul style="list-style-type: none"> numeracy real world visits (fire stations, etc.) what do you want to be when you grow up?' 	<ul style="list-style-type: none"> getting dressed - making choices washing / brushing teeth paying in shops (supervised) 	<ul style="list-style-type: none"> team playing after school clubs weekend activities 	<ul style="list-style-type: none"> child obesity checks diet - making choices physical exercise weekend activities immunisations dentist school visit
Provision	<i>As above plus: Teachers/TAs/support staff, school nurse, Dentist Organised clubs e.g. Brownies/Cubs (universal services)</i>			
Primary Y3 - Y6 8 - 11 year olds Key Stage 2	<ul style="list-style-type: none"> talk about different careers and education options start to build a personal profile of interests and ambitions school sessions from visitors on their careers 	<ul style="list-style-type: none"> sleep-overs and residential trips understanding money moving around the school independently cooking at school and home shopping transport / road signs 	<ul style="list-style-type: none"> youth and after-school clubs knowing the local area friendships walking short distances alone 	<ul style="list-style-type: none"> learning to be safe on and offline immunisation BCG articulating pain / health problems managing minor health needs e.g. asthma
Provision	<i>As above plus: Friends/peers, Careers advisers, CAMHS</i>			

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
<p>Secondary Y7 –Y9 12 - 14 year olds KS3</p> <p>Y10 - Y11 15 - 16 year olds KS4</p>	<ul style="list-style-type: none"> • subject option choices - thinking about university and college, picking the right subjects for future career goals • exploring different careers • understanding requirements for HE • after school / Saturday jobs • structured careers advisory sessions • work experience, starting with tasters and building up to increasing time in the workplace - with support where needed • GCSEs / NVQs / Entry level qualifications • vocational options • continue to build personal profile - use in careers sessions • understanding supported employment options eg access to work • transition to new settings • starting micro-enterprises 	<ul style="list-style-type: none"> • travel training • making decisions about what to spend money on • making own food • socialising unsupervised in town • independent living skills 	<ul style="list-style-type: none"> • making decisions about how to spend free time • social media • online gaming • staying safe online • belonging to different groups • friendships and relationships 	<ul style="list-style-type: none"> • puberty • sex education • immunisation - tetanus • managing more complex health needs • understanding what the GP can help you with • annual health check with GP if registered Learning Disability • mental health and wellbeing
Provision	<i>As above plus: Personal assistants, Employers, Council social care/travel trainers</i>			

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<p>Post-16</p> <p>16 - 19 in schools colleges SPIs residential</p>	<ul style="list-style-type: none"> • build on strengths and interests highlighted in personal profile • planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful • apprenticeships • supported internships • traineeships • further work on academic qualifications including E&M • A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor • CV writing • skills in applying for jobs • knowing how to access support from JobCentre post-education • interviewing • does the LA have a supported employment service? 	<ul style="list-style-type: none"> • managing bills (e.g. mobile phone) • residential learning options • mental capacity - decision making • life skills • travel training • parents take a step back • managing your time • transition to adult care • being safe in your home • understanding different types of living arrangements and thinking about what future living arrangements are positive and possible for each YP • actively planning for future living arrangements with family, LA etc. 	<ul style="list-style-type: none"> • developing new friendships • Personal budgets - how could they be spent post 16 to further PfA aspirations • managing your time • being safe on the streets • understanding alcohol and drugs • volunteering 	<ul style="list-style-type: none"> • taking responsibility for dental and optical appointments • managing own health • transition to adult services • knowing when you need to see the GP • staying physically active and healthy • understanding relationships, including sexual relationships - choices, safety and good health

Outcome	Employment / HE	Independent Living	Community Participation	Good Health
19 - 25	<ul style="list-style-type: none"> • consolidate learning • completing outcomes in EHC plan • voluntary work • knowing how to access support from Job Centre post-education • paid work • understanding benefits 	<ul style="list-style-type: none"> • arranging potential residential care placement • planning other living arrangements • understanding correspondence / bills • continuing to develop independent living skills as part of a study programme 	<ul style="list-style-type: none"> • Accessing adult social care post 18 • Maintaining friendships outside of an education setting 	<ul style="list-style-type: none"> • Managing health appointments • Transition from paediatrics to adult health
Provision	<i>As above plus: Job coaches, adult social care, adult health services, housing associations/LA housing services</i>			