

Preparation for Adulthood Toolkit

Physical and Sensory –H.I.	Employment /HE Cognition and Learning Communication and Interaction	Independent Living Independence and Self Help	Community Participation Communication and Interaction	Good Health Social, Emotional and Mental Health
<p>Primary – KS1</p>	<p>Short Term Actions</p> <p>To have the vocabulary and become knowledgeable about suffixes to understand what the different jobs are within the school environment and the wider community.</p> <p>Time</p> <p>PUD 4</p> <p>To demonstrate an awareness of communicating differently between adults and children</p> <p>To be able to ask for confirmation when they are unsure if what has been said</p> <p>To be able to follow a conversation in a small group with support</p>	<p>Short Term Actions</p> <p>To know why we have different rules in different settings and what these rules are.</p> <p>To identify and explain rules at home, rules at home, rules in the wider world.</p> <p>To start to develop some early skills in managing their equipment.</p> <p>To understand and follow the rules of conversation.</p> <p>To be able to know different environmental sounds and to be able to locate different sounds.</p> <p>To use visual clues to help support their understanding.</p> <p>To start to know what a good listening environment is.</p>	<p>Short Term Actions</p> <p>To identify the vocabulary used while discussing the relationship we have with different people and the groups that they are part of, both in and out of school.</p> <p>To participate in class/small groups</p> <p>To join groups outside of the school environment.</p> <p>To develop age appropriate social skills.</p> <p>PUD 3</p> <p>To understand they need someone's attention to communicate and some rooms are hard to hear in.</p> <p>To be aware that 'hearing' people may be able to hear sounds at a different range to them and out of context</p>	<p>Short Term Actions</p> <p>To have the vocabulary to express and understand what healthy is and what is meant by being healthy.</p> <p>To know who supports them to different aspects of their health.</p> <p>PUD 2 To have an awareness that different children hear in different ways and that their own and other's hearing technology helps them to hear better.</p> <p>To know the name of their Teacher of the Hearing Impaired</p> <p>To name, recognise and identify different feelings in themselves and in others including expected facial expressions and body language.</p>

Preparation for Adulthood Toolkit

		To start to identify who to go for support	To know that there are different modes of communication and to be able to alert a deaf person in an age appropriate way	<p>To know not everyone feels the same thing at the same time or behaves in the same way</p> <p>To know how different feelings can affect our bodies.</p> <p>To understand about change and loss, the context and scenario, (including death) and apply in different experiences.</p> <p>To recognise what strategies they can use to improve their feelings and those of others.</p>
	<p>Strategies and Intervention</p> <p>You Choose book</p> <p>NDCS literacy project</p> <p>Role play</p> <p>Small and real world toys</p> <p>Calendars</p> <p>Timetables</p>	<p>Strategies and Intervention</p> <p>Green Cross Code</p> <p>School rules</p> <p>Religious rules</p> <p>Examples of different home rules (liaison with family)</p> <p>Personal Understanding of Deafness</p>	<p>Strategies and Intervention</p> <p>Family trees</p> <p>Relationship circles</p> <p>Lego therapy</p> <p>Me to activities- NDCS support for other activities</p> <p>Role play</p> <p>Social stories written about scenarios they have seen and experienced</p>	<p>Strategies and Intervention</p> <p>Vocabulary programme</p> <p>Personal Understanding of Deafness</p> <p>Theory of Mind</p> <p>Healthy Minds</p> <p>How are you feeling?</p>

Preparation for Adulthood Toolkit

Physical and Sensory –H.I.	Employment /HE Cognition and Learning Communication and Interaction	Independent Living Independence and Self Help	Community Participation Communication and Interaction	Good Health Social, Emotional and Mental Health
<p>Primary KS2</p>	<p>Short Term Actions</p> <p>To know the roles and responsibilities of the different people within the school environment and any external visitors.</p> <p>To recognise positive things about themselves, their achievements and how to achieve personal goals.</p> <p>To identify what job they might like to do when they are older.</p> <p>To understand the range of jobs that are available and why people choose different careers and the vocabulary associated with this discussion.</p> <p>To be knowledge about the 24hour clock.</p> <p>To read a bus or train timetable.</p> <p>To understand about school holidays, bank holidays and how jobs don't link to these holiday patterns.</p> <p>PUD 4</p>	<p>To know in more detail who the people are that support them in relation to their hearing loss and to obtain their personal equipment.</p> <p>To discuss and understand choices, attitudes, decisions priorities and risks associated money.</p> <p>To liaise with parents to gain an understanding of parents attitude towards money and to ensure parity of vocabulary being used.</p>	<p>To be able to identify the positive attributes of different groups in society relating to age, disability, ethnicity, faith religion belief, economic status, gender, sexual orientation, personal status within a trans community and a carer role.</p> <p>To participate in external groups relating to their interests and needs.</p> <p>To continue to develop age appropriate social skills.</p> <p>PUD 3</p> <p>To be able to explain what the best conditions are for lip reading and the best for acoustics and how this impacts on their communication</p> <p>To understand that there are different modes of</p>	<p>To be knowledgeable about ill health and how this can affect their hearing.</p> <p>PUD 2</p> <p>To understand that different people have different types and degrees of hearing loss</p> <p>To know about parts of the ear and how it works and how hearing technology helps them to hear better.</p> <p>To know how to look after their ears and be able to alert an adult if they are sore/can't hear due to wax etc.</p> <p>To know there are professionals who can also help e.g. ToD, audiologist, SaLT etc.</p> <p>To extend vocabulary, understanding and</p>

Preparation for Adulthood Toolkit

	<p>To have the confidence to inform a teacher/adult that their technological equipment isn't working</p> <p>To understand the conversational turn-taking, eye contact, listening skills, and appropriate contributions</p> <p>To begin to develop strategies with support that will enable them to participate in a group conversation or activity and to repair a conversation (confirmation/clarification/repetition)</p>		<p>communication used such as speech, BSL, and SSE and how they can be used.</p> <p>To know a range of appropriate ways to alert and communicate with a deaf person</p> <p>To know and understand that hearing people can access visual and aural information simultaneously, they may not use visual clues with a deaf person and they may gain information from over hearing conversations – which a person with hearing loss may miss out on.</p>	<p>knowledge around feelings and to recognise that feelings can change over time and in intensity.</p> <p>To recognise, express, manage and control feelings appropriately and proportionally in different situations and who to ask for support.</p>
	<p>Strategies and Intervention</p> <p>Pictures/booklets on different job roles within school and external visitors</p> <p>Collate information regarding interest and passions for the child</p> <p>Successful deaf role models</p> <p>Timetables</p>	<p>Strategies and Intervention</p> <p>Pictures/maps of audiologists, clinics etc</p> <p>Pictures of bank cards etc</p>	<p>Strategies and Intervention</p> <p>Me to activities - NDCS</p> <p>Deaf Clubs</p> <p>Signing Groups</p> <p>Social stories</p> <p>Theory of Mind resources</p>	<p>Strategies and Intervention</p> <p>Personal Understanding of Deafness</p> <p>Role Play</p> <p>Social stories</p> <p>Theory of Mind</p>

Preparation for Adulthood Toolkit

	<p>Calendars</p> <p>School calendars</p> <p>Job work patterns/shift patterns/</p> <p>Significance of bank holidays</p> <p>Armed forces</p>		<p>Role play</p> <p>Sociable games – as in games at cubs, brownies etc</p> <p>Teacher of the Deaf/Hearing Impaired</p> <p>Deaf role model</p>	<p>Mental Health resources</p> <p>Healthy Minds</p> <p>How are you feeling?- NDCS</p> <p>Teacher of the Deaf/Hearing Impaired</p> <p>SaLT</p> <p>Audiologist</p>
--	--	--	---	--

Preparation for Adulthood Toolkit

Physical and Sensory –H.I.	Employment /HE Cognition and Learning Communication and Interaction	Independent Living Independence and Self Help	Community Participation Communication and Interaction	Good Health Social, Emotional and Mental Health
<p>Secondary KS3</p>	<p>Short Term Actions</p> <p>L2 to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process</p> <p>L8. about routes into work, training and other vocational and academic opportunities, and progression routes</p> <p>L11 To know that everyone has a different pathway through life, education and work including type of employment.</p> <p>L13. about young people’s employment rights and responsibilities</p> <p>To request strategies that will enable them to participate in a group conversation or activity</p>	<p>Short Term Actions</p> <p>L15 – L19 To understand issues linked to money including values, attitudes, emotions related to money, effects and influences of advertising financial exploitation</p> <p>L20 – L27 – to be able to use all aspects of communication appropriately</p> <p>PUD KS3</p>	<p>Short Term Actions</p> <p>R1 – R8 To understand all aspects of relationships in the family and in the wider community and how these relationships are portrayed in the media.</p> <p>R9- R12 To understand the importance of their own personal values in friendships, relationships and intimate relationships and behaviours that can determine the success of these relationships.</p> <p>PUD 1 To have a knowledge of equipment that can be used to enhance relationships.</p> <p>PUD 3 To be able to suggest modifications that would improve room acoustics, know about effective lip reading with unfamiliar people and to</p>	<p>Short Term Actions</p> <p>H1 – H5 To understand we are all unique and to recognise we have personal strength and are able to build resilience which can have an effect on our behaviour and opinions</p> <p>To be able to understand an audiogram and implications for access to speech sounds</p> <p>To be able to explain in detail how the ear functions</p> <p>To be able to explain how their technology gives them access to sounds compared to 'normal' hearing</p> <p>To know where possible, the cause of their own</p>

Preparation for Adulthood Toolkit

	<p>To understand and apply conversation etiquette (eye contact, turn taking etc)</p> <p>To have strategies to repair a conversation (confirmation/clarification/repetition)</p> <p>To have the confidence to explain to an unfamiliar person the strategies necessary to aid communication</p>		<p>know about interpreter services to aid communication</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced</p> <p>to agree to something is not giving consent, and how to seek help in such circumstances</p>	<p>hearing loss and long term prognosis</p> <p>To know who to contact and be responsible for seeking medical advice in relation to their ear problems</p> <p>To further develop emotional vocabulary and strategies to identify your own and others emotions and accurately and sensitively.</p> <p>To be aware that some coping strategies are unhealthy and know how and when to seek help.</p> <p>H13- H19 To know the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</p> <p>H20- H21 To make informed choices about personal hygiene and how to access services when required.</p>
--	--	--	--	--

Preparation for Adulthood Toolkit

				<p>H22 To identify cultural myths associated with FGM.</p> <p>H23- H29 To be aware of all issues regarding drugs, alcohol and tobacco.</p> <p>H34 – H36 To understand the physical and mental changes that are associated with growing up including forms of contraception and sexually transmitted diseases.</p>
	<p>Strategies and Intervention L7 L8 Examples of different people with different jobs and what they liked when they were younger.</p> <p>L11 Examples of different people who work differently – ideally deaf role models Link to relatives, family friends, other professionals</p>	<p>Strategies and Intervention L15 – L19 text/ phone/ messages- scams Planning for jobs and managing money Looking at advertising as a source of pressure L20 – L27 – liaising with schools and families to ensure CYP is gaining a good understanding of the issues. Access to school resources to enable over learning.</p>	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>

Preparation for Adulthood Toolkit

Physical and Sensory –H.I.	Employment /HE Cognition and Learning Communication and Interaction	Independent Living Independence and Self Help	Community Participation Communication and Interaction	Good Health Social, Emotional and Mental Health
<p>Secondary KS4</p>	<p>Short Term Actions</p> <p>L1 – L3 To understand the importance of study skills, personal strengths and goal setting and to know how to use these to optimise their employability.</p> <p>L4- L6 To understand the opportunities available and their rights.</p> <p>L4- L6 To be knowledgeable about career progression and social stereotypes that are associated with particular careers.</p> <p>L7 – L12 To be aware of different types of labour market including local, national and international and how employment sectors alter over time and in type.</p> <p>L13- L15 To understand their responsibility and health and safety in the work place including confidentiality and behaviour.</p>	<p>Short Term Actions</p> <p>L16 –L21 To know that financial decisions, have a direct impact on their life and opportunities. This includes budgeting, saving and taking financial risks.</p> <p>L22- L29 To know how to use the internet appropriately ensuring they are able to assess for bias, reliability accuracy and to be aware of extreme viewpoints that may cause anxiety or concern</p>	<p>Short Term Actions</p> <p>R1-R8 To look at in detail at the benefits of strong positive relationships including mutual support, trust, respect and equality and the equality act 2010.</p> <p>To understand where to access help and guidance in all areas of relationships including when a relationship is unhealthy and being able to identify this.</p> <p>R9 – R23</p> <p>H22 To identify risk and manage personal safety in new social settings, workplaces, and environments, including online</p> <p>PUD 1 To have a knowledge of equipment that can be used to</p>	<p>Short Term Actions</p> <p>H1- H4 To continue to develop a strong deaf identity including having good self-confidence and self-esteem strategies to develop assertiveness and build resilience.</p> <p>To be able to understand an audiogram and implications for access to speech sounds</p> <p>To be able to explain in detail how the ear functions</p> <p>To be able to explain how their technology gives them access to sounds compared to 'normal' hearing</p> <p>To know where possible, the cause of their own hearing loss and long term prognosis</p>

Preparation for Adulthood Toolkit

	<p>To request strategies that will enable them to participate in a group conversation or activity</p> <p>To understand and apply conversation etiquette (eye contact, turn taking etc)</p> <p>To have strategies to repair a conversation (confirmation/clarification/repetition)</p> <p>To have the confidence to explain to an unfamiliar person the strategies necessary to aid communication</p>		<p>enhance relationships and used in social situations.</p> <p>PUD 3 To be able to suggest modifications that would improve room acoustics, know about effective lip reading with unfamiliar people and to know about interpreter services to aid communication</p>	<p>To know who to contact and be responsible for seeking medical advice in relation to their ear problems</p> <p>H5 – H11 To ensure vocabulary is developed and understood so that there is an awareness of the characteristics of emotional and mental health.</p> <p>To have an awareness that different experiences and conditions will impact on mental health and that there are strategies and support available to access.</p> <p>To understand to benefit individuals in relation to sleep, diet and exercise we need to make informed choices.</p> <p>H11 – H18 To access information in order to increased personal responsibility for</p>
--	--	--	---	--

Preparation for Adulthood Toolkit

				<p>maintaining our own personal health.</p> <p>H19- H21 To understand the legalities and consequences of substance misuse.</p> <p>H26- H33 To review intimate relationships, STI's, contraception, healthy pregnancy, fertility, miscarriage and unplanned pregnancy.</p>
	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>	<p>Strategies and Intervention PUD Resources in school to overlearn TOD time TA time Additional time from teacher</p>

Preparation for Adulthood Toolkit

Physical and Sensory –H.I.	Employment /HE Cognition and Learning Communication and Interaction	Independent Living Independence and Self Help	Community Participation Communication and Interaction	Good Health Social, Emotional and Mental Health
<p>Post 16</p>	<p>Short Term Targets</p> <p>L1- L4 To be able to access relevant information regarding future education and the support that is available to them including being knowledgeable about their life goals, personal values, interest, strengths and skills.</p> <p>L5-L7 To be able to recognise the roles that they can apply for in line with their strengths and skills and be confident in their knowledge of completing application forms and preparation for interviews.</p> <p>L8 –L10 To understand the differences in job security. To be aware of the information governance, bullying and harassment, role of trade unions and professional organisations in</p>	<p>Short Term Targets</p> <p>L13- L16 To plan expenditure and budget for changes in circumstances (e.g. when moving out or going to university) To understand and manage salary deductions including taxation, national insurance and pensions To evaluate savings options To exercise consumer rights, including resolving disputes and accessing appropriate support</p> <p>To know how to use the internet appropriately ensuring they are able to assess for bias, reliability accuracy and to be aware of extreme viewpoints that may cause anxiety or concern</p>	<p>Short Term Targets</p> <p>R1 – R3 To articulate their relationship values, recognise prejudice and discrimination, recognise and respect different faith or cultural views.</p> <p>R4- R10 To make mature friendships in new environments, managing personal safety online or face to face and to explore different levels of emotional intimacy.</p> <p>R11 To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts, including online)</p>	<p>Short Term Targets</p> <p>H1 – H3 To develop skills, strategies sand confidence to manage transitional life phases recognising influence of the media on idealised body images and the pressure to conform and the effect is has on self-image, self-esteem and the accessing support that is available.</p> <p>To be able to understand an audiogram and implications for access to speech sounds</p> <p>To be able to explain in detail how the ear functions</p> <p>To be able to explain how their technology gives them access to sounds compared to 'normal' hearing</p>

Preparation for Adulthood Toolkit

	<p>the work place and how to seek support. To be knowledgeable about the Disability Act and the Equality Act and other voluntary organisations.</p>	<p>To be able to safeguard while online.</p> <p>To have knowledge of travelling within the UK and abroad in respect to public transport, cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely.</p> <p>To know when to contact emergency services.</p>	<p>R19 – R25</p> <p>To be aware of bullying and manipulation online in unhealthy relationships, cultural bullying and to understand where to get support and strategies to de-escalate aggressive situations and evaluate the dangers.</p> <p>To be aware of how to acknowledge cultural diversity, promote inclusion and safely challenge prejudice and discrimination.</p> <p>PUD 1 To have a knowledge of equipment that can be used to enhance relationships.</p> <p>PUD 3 To be able to suggest modifications that would improve room acoustics, know about effective lip reading with unfamiliar people and to know about interpreter services to aid communication</p>	<p>To know where possible, the cause of their own hearing loss and long term prognosis</p> <p>To know who to contact and be responsible for seeking medical advice in relation to their ear problems.</p> <p>To start to make their own appointments where possible with audiological services for hearing aid and CI reviews (may join adult services)</p> <p>H4 – H7 To recognise the signs of mental health changes and how to manage and anxiety and be aware of mental health issues and how to understand how to access the support services.</p> <p>H8 – H13 To access information in order to increased personal responsibility for maintaining our own personal health including accessing GP and audiological services.</p> <p>H18 – H20 To review intimate relationships, STI's,</p>
--	---	--	--	--

Preparation for Adulthood Toolkit

				<p>contraception, healthy pregnancy, fertility, miscarriage and unplanned pregnancy.</p> <p>To understand the legalities and consequences of substance misuse.</p>
	<p>Strategies and Intervention Disability Act</p> <p>Equality Act</p> <p>Action on Hearing Loss</p> <p>SEND Jungle</p> <p>IPSEAA</p> <p>PUD</p> <p>Resources in sixth form or college to overlearn</p> <p>TOD time</p> <p>TA time</p> <p>Additional time from teacher</p>	<p>Strategies and Intervention PUD</p> <p>Resources in sixth form or college to overlearn</p> <p>TOD time</p> <p>TA time</p> <p>Additional time from teacher</p>	<p>Strategies and Intervention PUD</p> <p>Resources in sixth form or college to overlearn</p> <p>TOD time</p> <p>TA time</p> <p>Additional time from teacher</p>	<p>Strategies and Intervention PUD</p> <p>Resources in sixth form or college to overlearn</p> <p>TOD time</p> <p>TA time</p> <p>Additional time from teacher</p>