

## PFA: Preparation for Adulthood



## PfA: Preparation for Adulthood

### 8. Introduction to Preparation for Adulthood

Preparation for Adulthood (PfA) is an outcome toolkit developed by the Department for Education. Within Lancashire, we strive to keep the child or young person at the centre of our work and value their hopes, aspirations and ambitions from early years to adulthood.

The PfA approach looks at outcomes and focusses on the child or young person to steer and drive the provision that needs to be put in place to support their aspirations. We have taken a practical approach to the PfA outcomes and identified resources and strategies to support all early years providers, schools and post 16 providers to integrate PfA into their work.

The following tables show these practical resources as part of a graduated approach, but at each stage they build on each other and therefore should not be seen in isolation.

The PfA graduated approach tables must also be used in conjunction with the age-related, need-specific graduated approach tables, especially if a request for an EHC Plan needs assessment is being considered (such a request would need to contain need-specific information also).

**There are 4 national Preparing for Adulthood outcomes:**

**1. Employment and Higher Education**

**2. Independent living**

**3. Participation in society**

**4. Being as healthy as possible in adult life**



### **Preparing for adulthood (PfA)**

Preparing for adulthood (PfA) starts at the very earliest stage of a child's education. Within the early years setting, children should be supported in understanding themselves, exploring their individual aspirations, hopes and ambitions for their life.

This sense of self-knowledge (i.e. understanding your own values, interests, motivators, strengths etc.) starts early in life and is built upon as an individual develops throughout their education, career and beyond. PfA also supports children and young people to work towards their individual aspirations by empowering them to make realistic and individual choices about their futures, by providing them with the appropriate information and skills.

For a child or young person with an Education, Health and Care Plan, the focus of the annual review of their EHC Plan in Year 9 must be centred around the PfA outcomes (though all content of the EHC Plan should be reviewed). At this review, the Preparing for Adulthood (PfA) Transition Plan could be introduced to parents/carers and the young person.

Please see the Specialist Teaching Service website for a PfA Transition Plan template (See section News & Resources) – [click here](#)

Settings may want to use the PfA transition template to support their transition planning for young people with SEND. The young person and their parents/carers will then work together with the 0-25 SEND Officer (SEND0) and their educational setting to look at the young person's options following year 11 (including potential courses and qualifications that are on offer), along with any application timescales.

The PfA Transition Plan should build upon and collate information relating to the young person's ideas and ambitions and also review the 4 national PfA outcomes, namely:

1. Employment and Higher Education
2. Independent living
3. Participation in society
4. Being as healthy as possible in adult life

Once it is in place, the PfA Transition Plan could be reviewed alongside the young person's EHC Plan, i.e. at each annual review of the EHC Plan. The main outcomes and associated provision will be updated in the EHC Plan as part of the annual review paperwork. The annual review provides an opportunity to focus the ambitions and aspirations of the young person.



When deciding the next stage of education, consideration should be given to attending local provision. This is in line with The SEND Code of Practice: 0-25 years (January 2015) which stipulates the right to mainstream education for all children and young people. Lancashire County Council is committed to considering what additional support can be offered to assist mainstream educational settings in making the “reasonable adjustments” required by legislation to ensure that young people with SEND are not disadvantaged, and this will be a consideration prior to an agreement for a more specialist placement. In Year 11, final decisions will be made for either 6th forms, colleges or training providers and the EHC Plan will be updated. The local authority will review the potential next placement – this is because local authorities are tasked with using all resources (including financial) as efficiently as possible and avoiding unreasonable public expenditure. Distance from the home address and associated transport costs will also be considered. The local authority is required to update the EHC Plan and name the new education provider by the 31st March in the leaving year. The EHC Plan will be sent to the new education provider and transition arrangements will be discussed prior to the young person starting with their new college or training provider.

Further information on Preparing for Adulthood support and guidance within Lancashire, please click [here](#).

Lancashire PFA Toolkit – click [here](#)

Preparing for Adulthood toolkit:

<https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>



## 8.1. The Graduated Approach for PfA

### Preparing for Adulthood: Universal Support

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Employment /Higher Education</b></p> <ul style="list-style-type: none"> <li>Playing with peers.</li> <li>Adapting to new environments</li> <li>Following simple instructions</li> <li>Knowing school routine / understanding the daily timetable</li> <li>Social interaction – answering questions, conversations, general manners.</li> <li>Engaging in real world play e.g. builder, doctor</li> <li>Lack of decision-making skills</li> <li>Low expectations/ aspirations/ motivation/ self-esteem</li> <li>Unrealistic or no/lack of career ideas</li> </ul>	<p><b>Employment/Higher Education</b></p> <ul style="list-style-type: none"> <li>Obtain and record Young Person’s views to identify goals</li> <li>Obtain information around prior careers education, work related learning undertaken, independent living, friendships, relationships and community involvement and good health</li> <li>Obtain and record parental information and views through discussing observations and concerns</li> <li>Teacher/ tutor observations</li> <li>Analysis of student data to identify young people that may present with vulnerabilities</li> </ul>	<p><b>Employment/Higher Education</b></p> <ul style="list-style-type: none"> <li>Encourage use of the Local Offer</li> <li>Support to access to information, advice and guidance</li> <li>Curriculum and staff promote aspiration for young people</li> <li>Work/ career awareness raised through curriculum and careers education</li> <li>Employer Mentor for young person</li> <li>On line CV Builder support package</li> <li>Interview techniques</li> <li>Access to meaningful work experience with ongoing support for the individual</li> </ul>



<p>Poor communication skills creating difficulty with job search/applications</p> <p>Lack of financial resources</p> <p>Difficulty accessing provision due to location</p>	<p>Ask young people and families which agencies they are working with</p> <p>Follow safeguarding processes for the setting if necessary</p> <p>If the young person is 18 or older, raise awareness to parents/ carers that a carers assessment is available to see if extra support can be accessed</p>	<p>Support to find part time work and employment</p> <p>Ensure young people know usual routes into employment and education</p> <p>Support with accessing and registering with the Apprenticeship Service website</p> <p>Assist with exploring bursaries and financial support from institutions</p> <p>Support to visit local provision</p>
<p><b>Independent living</b></p> <p>Using cutlery appropriately to feed oneself at lunch time, understanding eating food in appropriate order.</p> <p>Going to toilet independently / toilet training</p> <p>Carrying out basic dressing tasks – changing for PE, zipping up school coat.</p> <p>Personal organisation – hanging coat and bag on peg, putting reading book and letters into bag.</p>	<p><b>Independent living</b></p> <p>Visual strategies to support independent living skills – task management boards, pictorial timelines of routines (getting changed, etc)</p> <p>Lots of opportunities to apply independent living skills within setting – personal organisation tasks, following a schedule and routine card, responsibility for small tasks such as setting the table for lunch.</p>	<p><b>Independent living</b></p> <p>Housing providers providing awareness sessions to help young people learn about and explore housing options</p> <p>Support given to develop skills around independence after identifying the needs of the young person for example using money, telling the time, using a mobile phone to call people’ time management etc.</p> <p>Ensure information and advice is available about welfare benefits, housing benefits and funding streams that are available to support people to live independently</p>



Following routines, finding resources for activities

Making choices e.g what to play with, what to eat.

Imaginary play e.g playing 'home'

Not wanting or avoidance to attend educational or residential trips

Exhibiting signs of having limited skills required to live independently

**Participation in Society**

Making friends and maintaining friendships

Social interaction with peers and adults. Listening and taking turns.

Accessing school visits e.g local supermarket, local farms

Difficulty in maintaining friendships

Does not meet friends face to face regularly

Not linked to a social group or is on the periphery

**Participation in Society**

Social skills intervention – Refer to Lancashire's Stepping Back into School package for social skills activities.

[Stepping Back into School](#)

**Participation in Society:**

Personal, Social, Health and Economic (PSHE) education sessions/wellbeing days that cover a number of issues

Encouragement and support for young people to take part in extracurricular activities

Use of external agencies to deliver key learning

Use ‘natural’ mentors already in the young person’s network to work with young people e.g. form tutors, learning assistants, external agencies



<p>Does not join in extracurricular activities</p> <p>Potential risk-taking behaviours/ vulnerability in the community</p>		
<p><b>Being Healthy</b></p> <p>Lack of understanding/awareness towards healthy eating and healthy lifestyle (e.g. eating a balance diet, exercise)</p> <p>Potential risk-taking behaviours/ vulnerability in the community</p> <p>Little physical activity</p> <p>Tiredness in the classroom</p> <p>Lack of healthy eating</p> <p>Change in routines</p>	<p>As above</p>	<p><b>Being Healthy:</b></p> <p>Encourage young people to explore their eating habits/sleeping routine</p> <p>Drug and alcohol education</p> <p>Help young people to understand where they can get support for medical issues</p>





## Preparing for Adulthood: Targeted Support

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Employment/Higher Education</b></p> <p>As for SEN Support but difficulties are persistent and moderate</p> <p>Poor social skills/difficulties in adapting to new environments</p> <p>Attachment difficulties</p> <p>Little or no play based experiences prior to Nursery/School</p> <p>Lack of understanding surrounding employment opportunities (vocational qualifications/work experience)</p> <p>Restriction of choice due to academic ability/ grades/behaviour</p> <p>Limited or no experience surrounding employment preparation – interviews, CV writing</p>	<p><b>Employment/Higher Education</b></p> <p>Early identification of poor social skills / speaking and listening skills (Wellcomm assessment)</p> <p>Referral to SALT (See Lancashire Local Offer – click <a href="#">here</a>)</p> <p>Referral to CAHMS (See Lancashire Local Offer – click <a href="#">here</a>)</p> <p>Personalised play-based opportunities.</p> <p>Attachment support via CAHMs</p> <p>Gather young person/parent views about their difficulties and the support approaches that can be put in place</p> <p>Ask young people and families which agencies they are currently working with</p>	<p><b>Employment/Higher Education</b></p> <p>Opportunities to explore career options/vocational qualifications</p> <p>Talk about different careers with child/young person and parents/carers</p> <p>Build a personal profile of interests and ambitions</p> <p>Arrange school sessions from visitors on their careers</p> <p><a href="https://www.lancashire.gov.uk/media/919823/preparation-for-adulthood-toolkit-cognition-and-learning-slc-ns-eh.pdf">https://www.lancashire.gov.uk/media/919823/preparation-for-adulthood-toolkit-cognition-and-learning-slc-ns-eh.pdf</a></p>



	<p>Begin a graduated response which draws on increasingly detailed interventions and support approaches that ensures interventions match needs</p>	
<p><b>Independent Living</b></p> <p>Little or no self-care skills feeding/toileting/getting dressed</p> <p>Difficulty in making decisions independently</p> <p>Difficulty in making a choice</p> <p>Little or no understanding of using money/concept of money</p> <p>Care for themselves via food choices/healthy food choices/cooking skills</p> <p>Little or no understanding of future options regarding housing</p> <p>Not attending educational or residential trips</p> <p>Lack of skills required to live independently – paying bills, managing an income, understanding consent and legal obligations (signing contracts etc)</p> <p>Poor time management</p>	<p><b>Independent Living</b></p> <p>Referral to incontinency team for toileting needs and support</p> <p>Opportunities to practice and consolidate real life situations such as shopping within a safe environment</p> <p>Regular use of money/handling money within a safe and trusted environment</p> <p>Direct teaching on healthy lifestyle choices/cooking a healthy meal</p>	<p><b>Independent Living</b></p> <p>More specific, tailored small group sessions delivered to: help young people learn about and explore housing options</p> <p>Develop skills around independence after identifying the needs of the young person for example using money, telling the time, using a mobile phone to call people ,time management etc.</p> <p>Ensure information and advice is available about welfare benefits, housing benefits and funding streams that are available to support people to live independently</p>



<p>Finds it difficult to maintain personal safety</p>		
<p><b>Participation in Society</b>          No or few close friends          Difficulty in maintaining healthy friendships          Does not meet friends regularly          Not linked to a social group or is on the periphery          Not engaged in extra-curricular activities          Evidence of risk taking behaviours/vulnerability in the community          Becoming withdrawn or anxious</p>	<p><b>Participation in Society</b>           As above</p>	<p><b>Participation in Society</b>           Support to engage in subject/ interest related clubs in education setting           Discussion with young person around targeted activities offered by the Youth Support Service           Involvement of school nurse/ health/ CAMHS consultation to discuss concerns           Consultation with the Prevention or ASB team if young person engaging or at risk of engaging in anti-social behaviour, referring to the Preventing Offending Panel if appropriate           Discussion with Cheshire East Young Persons Substance Misuse Service           Delivery of small group sessions around alcohol/health/drugs</p>
<p><b>Being Healthy</b>          Evidence of risk taking behaviours/vulnerability in the community          Little physical activity</p>	<p><b>Being Healthy</b>           As above</p>	<p><b>Being Healthy</b>           Support to engage in subject/interest related clubs in education setting</p>



Tiredness in the classroom  
Not taking care of hygiene and cleanliness

Discussion with young person around targeted activities offered by the Youth Support Service

Involvement of school nurse/ health/CAMHS consultation to discuss concerns

Consultation with the [Lancashire Child and Youth Justice Service](#) young person engaging or at risk of engaging in antisocial behaviour/criminal activity

Delivery of small group sessions around alcohol/health/drugs



## Preparing for Adulthood: Specialist Support

Impact on Learning What are their difficulties?	Action What should we do next?	Strategies What should we put in place?
<p><b>Employment/Higher Education</b></p> <ul style="list-style-type: none"> <li>No opportunity awareness</li> <li>Lack of decision-making skills</li> <li>Low expectations/ motivation/ self-esteem</li> <li>Unrealistic or no career ideas</li> <li>Lack of financial resources</li> <li>Restriction of choice due to academic ability/ grades</li> <li>Opportunities limited by disability</li> <li>Non-verbal or communicates using aides</li> </ul>	<p><b>Employment/Higher Education</b></p> <p>Explore with young person/parents what their aspirations are:</p> <ul style="list-style-type: none"> <li>Check and continue to explore Employment outcomes in EHC Plan</li> <li>Explore opportunities for accessing employment/voluntary placements to develop communication and social skills</li> <li>Obtain information from parents/ carers/ young people about support already in place and how these can support PfA outcomes e.g. Social Care</li> <li>Identify lead health professional for young people in transition to adult services</li> <li>Identify health plans and condition specific care plans in place for young people</li> </ul>	<p><b>Employment/Higher Education</b></p> <p>Continue with any relevant strategies from SEN Support levels, and encourage use of the Local Offer, plus:</p> <ul style="list-style-type: none"> <li>Ensure young people know usual routes into employment and education such as supported Internships, Employment and Support Services, Study Programmes, Supported Internships, Apprenticeships and Higher Education – click <a href="#">here</a> for further information via the Lancashire Local Offer</li> <li>Quality vocational tasters and work experience as part of vocational training community-based settings – further information can be found via <a href="#">Project Search</a> – a supported internship programme</li> </ul>



		<p>Access to job coaches to assist with developing a vocational profile</p> <p>Independent travel training</p> <p>Help with accessing support from Jobcentre Plus Disability Employment Advisers</p> <p>Assist with applying for Disabled Student Allowance if moving on to Higher Education</p> <p>Assistance to access meaningful activities within the community</p>
<p><b>Independent Living</b></p> <p>Little or no understanding of future options regarding housing</p> <p>Not attending educational or residential trips</p> <p>Lack of skills required to live independently</p> <p>Dependent on adults for most needs being met</p> <p>Becoming withdrawn or anxious</p>	<p><b>Independent Living</b></p> <p>As above</p>	<p><b>Independent Living</b></p> <p>Use of Social Care personal budgets to develop independent living skills such as independent travel training with a PA</p> <p>Assist young person and parents to understand the different types of local housing support options locally and how to access them</p> <p>Support to access information, advice and support from: Local Authority Housing Advice; Housing Associations; Citizens</p>



Advice; Social Worker (if appropriate) and how to apply for Adult Social Care support; SEND lead worker, Family Service Worker – further information on housing support can be found via the Lancashire Local Offer by clicking [here](#)

Support to access information and advice on: welfare benefits, including how to maximise take up of [Disability Living Allowance/ Personal Independence Payments](#); the Mental Capacity Act in relation to holding contracts for rented and owned accommodation; assistive technology and telecare; funding sources; support options

Devise an individualised programme of learning to help the young person become as independent as they possibly can

Work with Adult Social Care to see if supported living is appropriate for the young person – support and contact information for Lancashire Adult Social Care can be found [here](#)

Access to day services



Participation in Society	Participation in Society	Participation in Society
<p>Limited mobility</p> <p>Limited sense of danger</p> <p>Becoming withdrawn or anxious</p> <p>Poor communication skills</p> <p>Reliance on adults to meet many of their needs</p> <p>Need for intimate care such as washing and toileting</p> <p>Poor self-confidence or limited assertiveness</p> <p>Little or no understanding of sexuality or sexualised behaviour</p> <p>Has difficulty tolerating others</p> <p>Requires a set routine</p> <p>No sense of danger</p> <p>Withdrawn from the community</p> <p>Little communication</p> <p>Reliance on adults to meet daily needs</p> <p>Need for intimate care such as washing and toileting</p> <p>Risk to themselves or others</p>	<p>As above</p>	<p>Assist the young person in setting up a ‘circle of friends’, including their best friend and other people from the community or education/ training setting and connecting this with their wider ‘circle of support’</p> <p>Help with identifying activities for specific groups e.g. groups for young people with Autism (these can be found through the Local Offer and the <a href="#">FIND Newsletter</a>)</p> <p>Encouragement and support given so that the young person has opportunities to stay away from the family home; short breaks</p> <p>Consider how Social Care personal budgets/ direct payments be used to support this outcome – further information of personal budgets can be found <a href="#">here</a></p> <p>Work with other professionals to develop risk assessments to access provision/ activities if required</p> <p>Support young people with making decisions on how to spend their free time</p>





		<p>Access to appropriate information about friendships, relationships and sex education</p> <p>Help and support to access/ identify volunteering opportunities</p> <p>Encouraging independence in dressing, hygiene and cleanliness</p> <p>Helping young people to know where to go for help and how to use the emergency services</p> <p>Access to day services and leisure activities</p> <p>Work with other professionals to implement risk assessments to access provision/ activities if appropriate</p>
<p><b>Being Healthy</b></p> <p>Working with specialist children’s services e.g. community paediatrician, CAMHS to manage ongoing condition</p> <p>Has condition or disability that limits access to activities</p> <p>Reliance on adults to meet many of their needs</p>	<p><b>Being Healthy</b></p> <p>As above</p>	<p><b>Being Healthy</b></p> <p>Liaison with health professionals to help:</p> <p>Assist young people and families to make themselves known to their GP before the transition to adult services</p> <p>Enable young people to start taking responsibility for managing own health, bearing in mind the <a href="#">Mental Capacity Act</a></p>



Need for intimate care such as washing and toileting

Have multiple, complex and on-going health issues

Likely to have a physical or sensory disability as well as a learning difficulty

Dependence on adults for most of their needs, such as intimate care, feeding and clothing

Provide advice on obtaining an Annual Health Check for people with Learning Disabilities over 14 years of age

Ensure health plan is included in EHC Plan and young people/ parents know who will help with the health plan's development.

Understand when transition from each children's service will take place as these occur at different ages.

Enquire whether young person with specialist equipment and/ or appliances is able keep the equipment or whether there will be a change in provider.

Close liaison with parents, family members and other professionals working closely with the young person to identify signs and behaviours which may indicate changes in emotional wellbeing, and how best to support the young person.

Liaison with multi-agency specialist team

