

Preparing for adulthood from an early age



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Aims

- To develop an understanding of the principles underpinning PfA
- To consider how these principles apply to younger children
- To gain confidence in setting outcomes that support the PfA from an early age.

Context

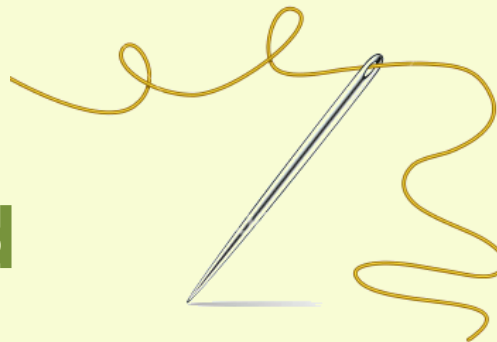
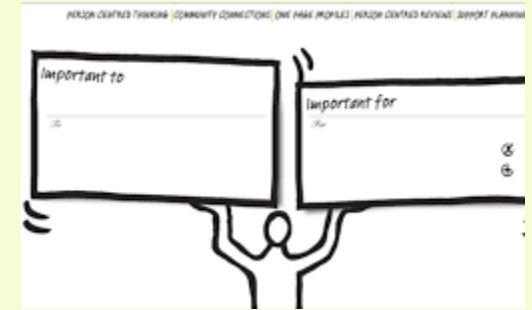
- 1.5 million young people with special needs in England
- 1.3 million in mainstream schools
- over 100,000 in special schools
- 6% in employment (despite 60% wanting to be)
- Missed opportunity for independence and to forge friendships

What is PfA?

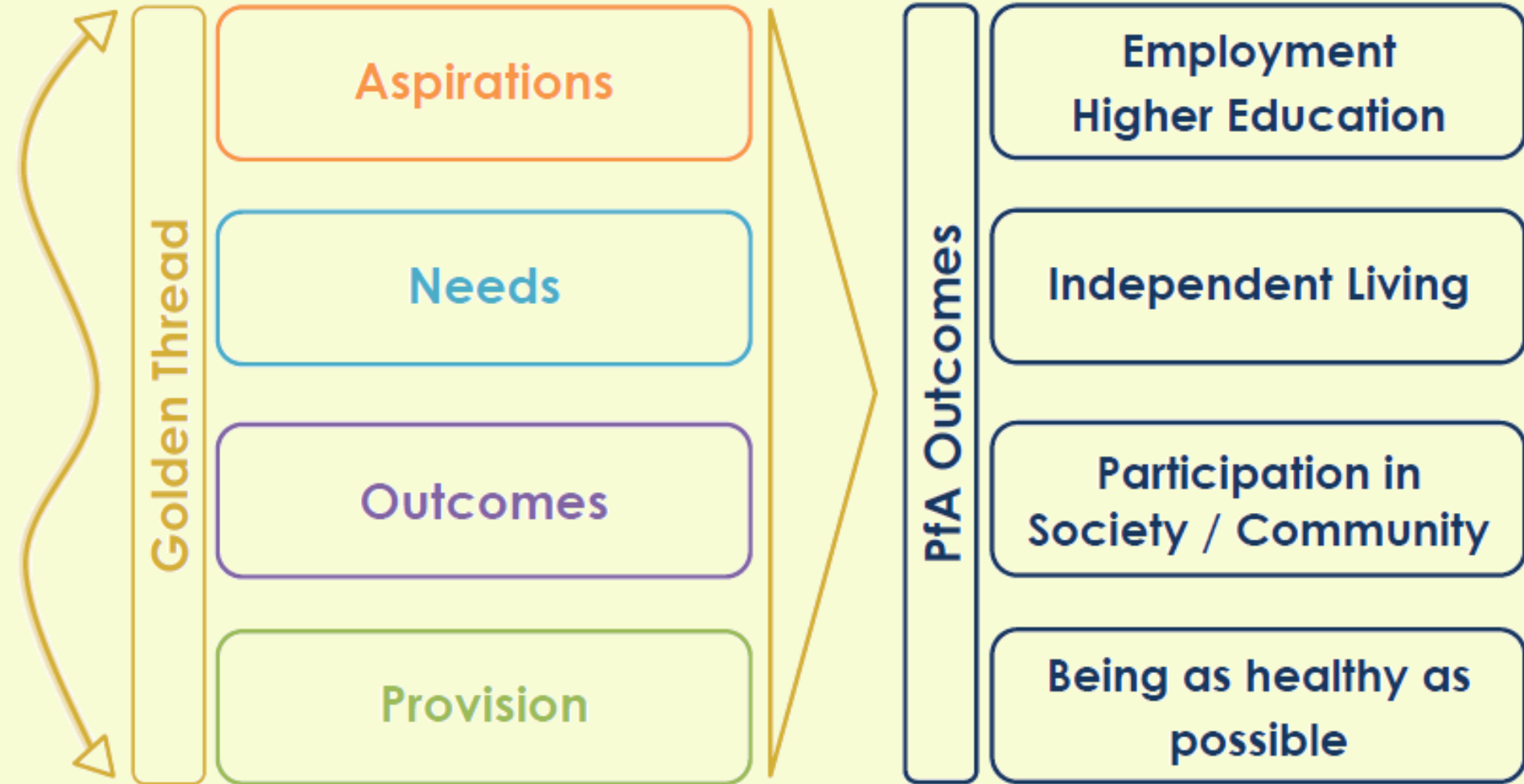
- Children and Families Act 2014
- SEND Code of Practice 2015
- CYP at the heart of the process
- Preparing for Adulthood (PfA) – Focus on **‘ordinary life outcomes’**

PfA

- CYP's aspirations and the life for themselves
- Establishing balance between needs and aspirations
- **Golden Thread**



PfA and The Golden Thread



Principles of PfA

- SEND Code of Practice 2015

Four Areas:

- Higher Education / Employment
- Independent Living
- Participating in Society
- Being as healthy as possible

PfA from the Earliest Years

We should enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.

Higher Education / Employment

- opportunities to forge friendships
- recognise skills early on (high aspirations)
- opportunities across the curriculum to develop transferable life and social skills
- access to role models and providing

Independent Living

- Building up real-world skills
- Awareness of staying safe
- Self-Care i.e. cooking skills, money
- Travel

Participation in Society

- Sharing, turn taking, helpfulness, 'getting on'
- Relationships
- Taking part (locally)
- Sense of identity

Being as healthy as possible

- Diet
- Exercise
- Managing conditions



Writing outcomes toward PfA



Outcomes Sandwich

By when?

Short term – 1 year

Long Term – 3 years

Moving towards the life
child/young person
wants for themselves.

in order to...
so that...
to support towards...
to allow...

What will the child be able to do?

A2E SEN Toolkits

What will it give you?
What will it make possible?
What will it do?

Important to now...
... in the future

Social Language

Access the curriculum

Develop relationships

Develop independence

Develop confidence

Activity – writing outcomes linked to PfA

Aspirations

Tom aged 7 wants to have friends

Needs

Tom has a language delay and it impacts on his learning and his social interaction with his peers. It is also affecting his confidence and self-esteem which means that he can be socially vulnerable.

Outcomes

By the age of 8, Tom will have a small group of friends in and outside of school (which means he has playdates etc.) and will meet with them regularly in order to build his confidence in social situations

Provision

Buddy support training. Tom will have a mentor who meets him regularly to explore his interests and helps opportunities for him to take part in social and leisure activities

PfA from the earliest years

Activity:

Mind Maps for each theme –
Ideas for aspects of ordinary life
outcomes that we have just looked at
which will provide us with that ‘golden
thread’ across an EHCP or SEN Support
Plan even from the earliest age

Other points to consider

- Progress toward PfA outcomes should be aligned to cognitive ability, not necessarily just chronological age
- Focus on outcomes that are aligned to real-world scenarios
- Consider how you promote this way of working in your school information report