



# *Preparing for Adulthood*

*A Parents Guide*

*Wath Central  
Primary School*



## *What is meant by 'Preparing for Adulthood?'*

'Preparing for Adulthood' (PfA) is a phrase used in education which means preparing children to continue learning, living independently, participating in society being as healthy as possible in adult life. The process formally begins when children are in Year 9 – but realistically primary schools have a key role to play in the early steps of this process too.

At each stage of children and young people's learning and development, early years settings and schools each need to prepare them for the new responsibilities, new experiences, new independence and the new challenges of the next stage of their education, training and employment. And most importantly support them to be able to make future choices about all aspects of their lives.

Schools have clear duties regarding preparing children and young people with special educational needs and/or disabilities (SEND) for adulthood. These duties sit in the Children and Families Act 2014 and SEN and Disability Code of Practice 2015.

At Wath Central, our vision for all pupils is to 'value every child for who they are and prepare them for everything they could be' therefore PfA is key to our provision.

## *Why is this important in primary school?*

Chapter 8 of the SEND Code of Practice is entitled "Preparing for Adulthood from the Earliest Years" it says that when a child is very young, or SEN is first identified, families need to know that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. All professionals should encourage these ambitions right from the start.

## *What does this include?*

Preparation for adulthood can be split into four key areas;

- Employment
- Good Health
- Friends, relationships and community
- Independent Living

## Four areas of Preparation for Adulthood.

When working with children and young people we focus on outcomes. The following are examples for positive outcomes that relate to the different areas of PfA.

Friends, relationships and community	Employment and/or Higher Education
<ul style="list-style-type: none"> <li>• To be safe and enjoy the company of others.</li> <li>• To enjoy taking some risks and be safe.</li> <li>• To go out a lot, enjoy being active and taking part in activities.</li> <li>• To look forward to new people and new places.</li> <li>• To know about good and bad relationships.</li> <li>• To be able to access social media safely (e-safety).</li> <li>• To have a circle of friends and support.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to read and write at a functional level.</li> <li>• To use Maths at a functional level.</li> <li>• To enjoy taking part in activities and learning new skills.</li> <li>• To understand and follow instructions.</li> <li>• To express self clearly so that others can understand.</li> <li>• To pay attention and maintain focus.</li> <li>• To learn the skills needed to get a job.</li> <li>• To be ready to learn and able to make appropriate behaviour choices</li> <li>• To cope with change and unexpected situations.</li> <li>• To take part in meaningful work experience.</li> </ul>
Good Health	Independent Living
<ul style="list-style-type: none"> <li>• To be a relaxed and happy person who does not get easily stressed or worried.</li> <li>• To enjoy being active and taking part in activities.</li> <li>• To move around safely.</li> <li>• To have a healthy and nutritious diet.</li> <li>• To eat and drink safely.</li> <li>• To look after personal care needs.</li> <li>• To breathe safely.</li> <li>• To take all relevant medication safely.</li> <li>• To be free from pain.</li> <li>• To keep themselves and others safe from harm.</li> <li>• To manage personal and sexual health</li> <li>• To know how to access support for mental health and wellbeing?</li> </ul>	<ul style="list-style-type: none"> <li>• To learn the skills needed to live independently.</li> <li>• To live in a house and feel safe.</li> <li>• To be able to travel to chosen places.</li> <li>• To complete routine household tasks.</li> <li>• To complete forms and other documents</li> <li>• To be able to manage money and understand budgeting.</li> <li>• To understand what is happening and make decisions.</li> </ul>



# What does this look like at Wath Central?

At Wath Central, we support our pupils with PFA throughout their time at our school. We are passionate about providing the best possible education for all of our pupils, including those with additional needs, to enable them to reach their true potential and develop as individuals. As a result, we teach and promote the following regarding PFA:

## Good Health

### Foundation and Key Stage 1

#### Taking care of ourselves

- Maintain good hand hygiene.
- Pulling trousers up and down.
- Using toilet independently and cleaning self after visiting the toilet.
- Cleaning teeth with support.

#### Staying safe

- To name my body parts – public and private areas.
- Recognise that people should treat you with care.

#### Keeping Healthy

- Understand healthy food making choices about food.
- Eat foods from each of the food groups/ eat a wide range of foods.
- Try new foods.
- Healthy lifestyle including exercise.
- Understand who can help me with my health (doctor, dentist) and who can keep me safe.
- To participate in sports clubs.
- Participate in PE activities and outdoor play.
- Be aware of their own medical needs and follow advice with supervision.

### Key Stage 2

#### Taking care of ourselves

- Maintaining good body hygiene – knows when to different toiletries (i.e. shampoo, soap, deodorant, toothpaste).
- To use a towel to dry body when it is wet and wet clothes after a swimming lesson.
- To understand how and why we brush our hair.
- Follow food hygiene processes e.g. washing hands.
- To name my body parts independently.
- To wear appropriate clothing for the weather.

#### Staying safe

- To understand and recognise appropriate touching of others – appropriate to relationships.

#### Keeping Healthy

- Understand healthy food making choices about food.
- Healthy lifestyle including exercise.
- Make informed choices about their health and wellbeing.
- Being aware of their own medical needs and follow medical advice.
- Recognise medicines and safety in taking them.
- Understanding law/safety around drugs/cigarettes/ alcohol.
- Understanding the importance of mental wellbeing and how to tell people you are upset.

#### Growing up

- To understand how a body will change as it grow up (i.e. periods, voice changes, emotions).
- To know what happens bodies through adolescence and puberty and what to do when this happens (i.e. use of sanitary products).



## Friendships, relationships and community.

### Foundation and Key Stage 1

#### Social skills/Relationships

- Participating within a social exchange within an activity.

#### Listening and attending

- Participating in circle time.
- To know who to ask for help when needed.
- Play with friends.

#### Collaborative tasks

- Sharing and turn taking with a peer.
- Working/playing alongside peers in a small group.

#### Emotional awareness and resilience

- Kind and unkind behaviours.
- Begin to recognise how their behaviour affects other people.
- Be able to leave a favoured activity and know that I can go back to it.
- Recognise that people have differences and similarities.
- Awareness that family and friends should care for each other.

#### Community

- Identify people who are special to us.
- Engaging in role play and small world activities.
- Pupils recognise they belong to various groups/communities. e.g. family/religion.
- Participate in out of school groups.
- Recognise who to ask for help.

### Key Stage 2

#### Social skills/Relationships

- Recognise that different people make different choices.
- Working on collaborative tasks.
- Getting on with others.
- Resisting negative pressure including peer pressure.
- Understand the different types of relationships.
- Understand what a friend is.
- Be able to make and keep a friend.
- To understand and recognise what bullying is in real life and online.
- Understanding the difference between reality and fiction.
- Understanding safety issues around sending personal texts/images (i.e. knowing that it is permanent, legal issues around sending texts etc.)

#### Emotional awareness and resilience

- Recognising their own emotions and that of others.
- Understanding my feelings/triggers what strategies help me.
- Being able to leave a favoured activity and know that I can go back to it.
- Knowing that they can manage strong feelings.

#### Community

- To know about organisations who do community work e.g. support services, charities.
- Participate in different groups outside school. Respecting differences between people.
- Taking care of the environment –recycling, littering etc.



## Employment and/or Higher Education

### Foundation and Key Stage 1

#### Time management

- Understanding the different times of day e.g. morning, afternoon and night and the days of the week.
- Ordering daily events.
- Understanding when a task is finished (e.g. put in finished tray/ tidy away resources).

#### Communication

- Greeting someone when you see them in an appropriate manner.
- How to start and end a conversation.
- Awareness that communication changes depending on audience.
- Use of good manners.

#### Self-awareness

- Taking pride in something you have done.
- The ability to identify and express feelings.
- Choosing and showing a personal preference for an activity.
- Recognising their own emotions and preferences.

#### Being Responsible

- Having a job (or responsibility) within the classroom or playground.
- Tidying up.
- Learning to understand and follow rules.

#### Respecting authority.

- Knowing who to ask for help and when this is needed.
- To transition between tasks with adult support

#### Career/Aspirations

- Understanding that there are different jobs/roles within society.
- Real world play.

### Key Stage 2

#### Time management

- Ability to follow a routine.
- Telling the time independently.
- To know what time key events happen e.g. lunchtime, home time.

#### Communication

- Greet someone when you see them. How to start, maintain and end a conversation.
- Talk about other peoples interests.
- Use of good manners.
- Awareness that communication changes depending on audience.

#### Self-awareness

- Understanding your own interests and ambitions
- Recognising things that we are good at or need help with.

#### Being Responsible

- Carrying out jobs or tasks independently.
- Have a role within a group.
- To know how and when to ask for help.
- Being able to set own goals.

#### Respecting authority

- Understand Rules and laws and that some rules can be different depending on the environment.

#### Career/Aspirations

- Understand the different jobs that people do and the different workplaces people can work in.
- Speak to people with different roles ask questions.
- Explore different routes people can take to get to their jobs.



## Independent Living

### Foundation and Key Stage 1

#### Routines

- Following a simple routine and instruction.

#### Resource management

- To know where particular resources are located within the classroom.
- Hang coat and bag on peg.

#### Independent travel

- To know I have to cross a road safely with adult support.
- To use a safe road crossing with support.
- To recognise dangers when out walking – cars, cyclists.
- To transition between areas with adult/ peer support/ visual cues.

#### Self-care

- Dress and undress including:
  - Zipping coat up independently.
  - Getting changed for PE independently.
  - Taking shoes on/off.
  - Do a buckle, zip, tie a bow and/or knot.
- Make a choice about food and snacks with adult support.
- Open food wrappers independently.
- To know when I need to have a drink and collect my own water bottle.
- Sit appropriately at the table to eat and use cutlery.
- Drink from cup.

#### Household tasks

- Responsibility for simple household tasks e.g. tidying a space.

#### Money management

- Using money within a role play activity to buy objects.

### Key Stage 2

#### Routines

- To follow a classroom routine using a visual timetable.
- Move around school independently.
- Managing own time and routine.

#### Resource management

- To collect resources for a particular activity.

#### Independent travel

- To know where I live and to recite my home address and home phone number
- To cross a road safely.
- Use public transport with support.

#### Self-care

- Know how to use a phone to ring/text family and friends.
- To know what to do in an emergency – e.g. if I got lost when out on a trip or with my parents.
- To know where to seek advice or help with problems.

#### Household tasks

- Make own food.
- Following instructions/recipe.
- Learn skills such as chopping/cutting/washing.
- Responsibility for simple household tasks.

#### Money management

- To know the value of each coin and what change is.
- To buy an object of interest using the correct money.
- Recognise coins.
- Understand money needs to be earned before it can be spent.



## *Further information*

Further useful information regarding PfA can be found on the following website

Rotherham Local Offer website

<https://www.rotherhamsendlocaloffer.org.uk/preparing-for-adulthood/>

National Development Team for Inclusion

<https://www.ndti.org.uk/projects/preparing-for-adulthood>

Council for Disabled Children

<https://councilfordisabledchildren.org.uk/resources-0/preparing-adulthood>