

## LONG TERM PLAN

Preparing for Adulthood (PfA) – [info@preparingforadulthood.org.uk](mailto:info@preparingforadulthood.org.uk)

### Intent –

- PfA outcomes for children and young people with SEND – *‘supportive document created by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of the Educational Health Care (EHC) planning across the age range.’*
- The outcomes need to be personalised on the individual young person
- Children and young people develop at different rates – personalise
- Raise aspirations and expectations and support thinking about the future from an early age
- Have a focus on outcomes that are transferrable to the *‘real world’*.

### **5 KEY MESSAGES**

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

### **4 PATHWAYS**

- EMPLOYMENT
- INDEPENDENT LIVING
- COMMUNITY INCLUSION
- HEALTH

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|                                | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>                             | <b>Summer 1</b>                                    | <b>Summer 2</b>   |
|--------------------------------|--|---|--|---|--|---|
| <b>Employment Lower school</b> | Follow instructions – consider specifics around sensory impairment | Playing with other children   | Numeracy   | ‘What do you want to be when you grow up?’  | Talk about different careers and education options | Start to build a personal / vocational profile of interests and ambitions |
|                                | Adapting to new environments                                       | Real world play (builder/nurse/doctor)                                    | Real world visits (fire stations, farms etc..)         | Meeting role models                         | Access to career related role models               | School sessions from visitors on their careers                            |
| <b>Employment Upper School</b> | Exploring different careers link to vocational options             | Continue to build personal / vocational profile – use in careers sessions | Apprenticeships, Supported internships, Traineeships   | Interviewing techniques / practice          | Paid work or FE                                    | Consolidate learning and EHC targets                                      |
|                                | Planning for FE with structured Careers Advisory session           | After school, Saturday jobs, part-time employment                         | Further work on academic and vocational qualifications | Understanding support from LA – Local Offer | Understanding benefits / Disability Rights         | Continue to build on and update personal / vocational profile             |
|                                | Planning for work experience / voluntary work                      | Understanding supported employment, access to work                        | CV writing, Skills and qualities                       | Knowing where to go for support             | Careers Advisory session for next academic year    | Subject option choices for next academic year                             |

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|--|--|--|---|--|---|---|
| <b>Independent Living Lower School</b> | Feeding, drinking, toileting and getting dressed | Making choices   | Telling the time                        | Sleepovers and residential trips                     | Understanding money / Paying for snacks in school | Travel training / road safety                 |
|  | Real world play (kitchens, DIY, cleaning)        | Washing/brushing teeth                                       | Paying in shops (supervised)            | Cooking at school and home                           | Moving around the school independently            | Transport and road signs                      |
| <b>Independent Living Upper School</b> | Travel training                                  | Socialising in local community / youth clubs / holiday clubs | Residential and local learning options  | Managing your time                                   | Transition to adult care                          | Planning other living arrangements            |
|  | Making decisions about what to spend money on    | Managing bills (e.g. mobile phone)                           | Mental capacity – decision making       | Being safe in your home                              | Planning for future living, family, LA            | Understanding correspondence / bills          |
|  | Making own food                                  | Managing potential income including PIP                      | Understanding consent and best interest | Understanding different types of living arrangements | Independent / supported living                    | Continue to develop independent living skills |

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|---|---|----------------------------------|--|-------------------------------------|---|--|
| <b>Community Inclusion Lower School</b> | Making friends                                | Team playing                     | Weekend activities                                 | Youth and after school clubs        | Knowing the local area / walking short distances on own | Understanding bullying                                 |
|   | Social interaction                            | After school clubs               | Developing friendships / friendship groups         | Learning to be safe on and off line | Friendships   | Managing Change  |
| <b>Community Inclusion Upper School</b> | Making decisions about how to spend free time | Belonging to different groups    | Building resilience                                | Managing your time                  | Volunteering  | How to use the emergency services                      |
|   | Managing social media and other technology    | Friendships and relationships    | Developing new friendships                         | Being safe on the streets           | Understanding the criminal justice system               | Accessing adult social care post 18                    |
|   | Online gaming and staying safe                | Understanding the bigger picture | Personal budgets – how they could be spent post 16 | Understanding alcohol and drugs     | Knowing where to go for help                            | Maintaining friendships outside of educational setting |

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|----------------------------|------------------------------------|---|--|-------------------------------------|---|--|
| <b>Health Lower School</b> | Checks, hearing, eyes              | Immunisation check  | Diet – making choices                                      | Physical Exercise                   | Starting puberty  | Sleep  |
|                            | Diet and food variety              | Diet / Weight checks  | Dentist  | Managing minor health needs         | Articulating pain and health problems   | Development in puberty   |
| <b>Health Upper School</b> | Sex education                      | Understanding what the GP can help you with                   | Drug and alcohol education                                 | Managing own health                 | Staying physically active and healthy   | Managing health appointments, opticians, dentist, doctors and other appointments |
|                            | Immunisation – tetanus             | Annual Health Check with GP if registered Learning Disability | Switching the screens off and getting a good night's sleep | Transition to adult health services | Understanding relationships, including sexual relationships – choices, safety and good health |  |
|                            | Managing more complex health needs | Mental Health and Wellbeing                                   | Taking responsibility for dental and optical appointments  | Knowing when you need to see the GP |   |  |