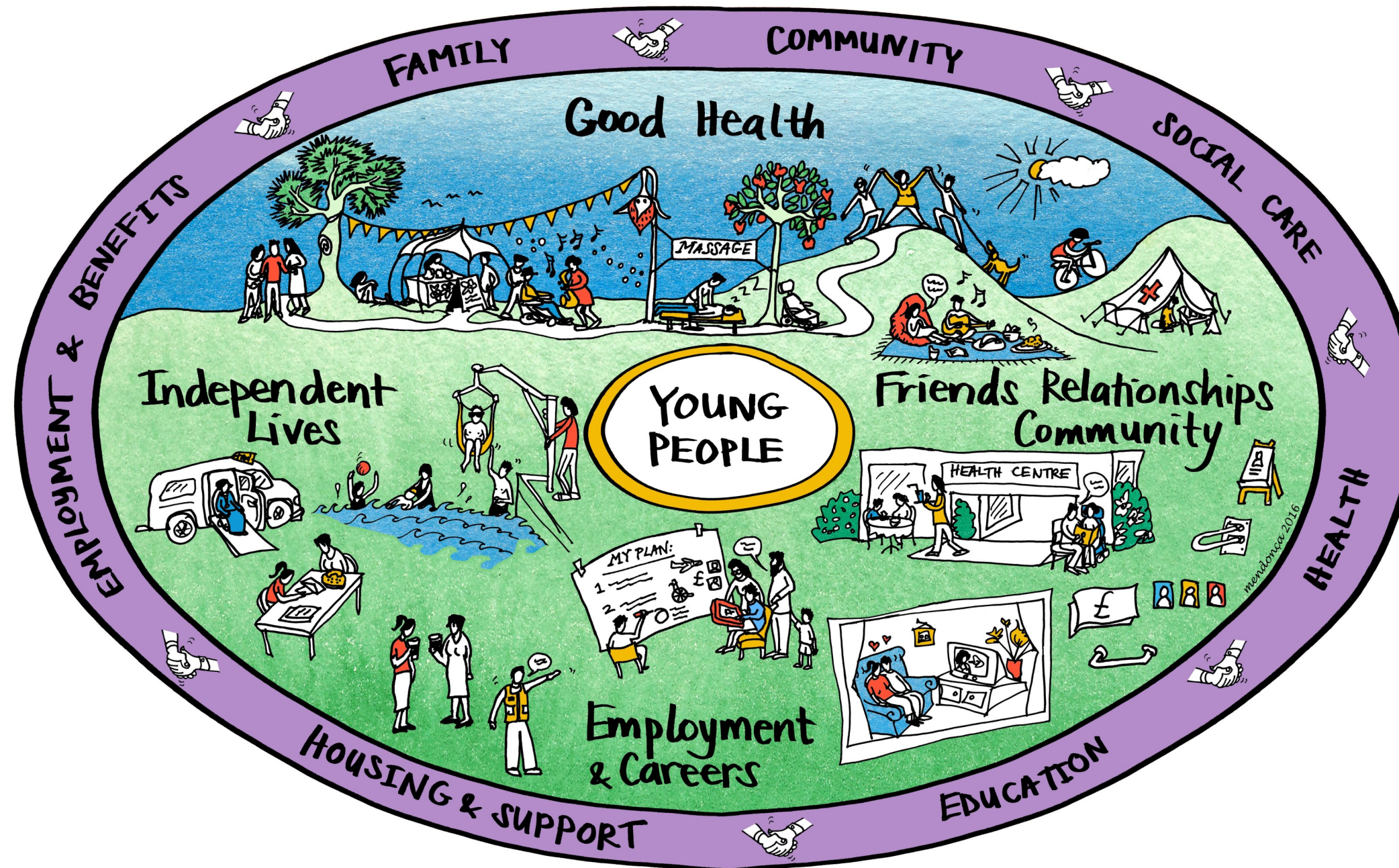


This supportive tool has been designed by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of EHC planning across the age range.

This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development.



It is not intended to be a definitive list but is a starting point and we encourage feedback from colleagues testing out the tool in practice so that DfE can continue to develop it in the future. Please get in touch at:

info@preparingforadulthood.org.uk.

Things to remember when using the tool:

- The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible;
- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones;
- At review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome;
- This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way;
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom;
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age;
- Promote a focus on outcomes that are transferable to the real world;
- Local authorities should make sure they focus on the PfA outcomes in EHC plan reviews and make sure related information is covered in the local offer.

Practical ways to build the PfA outcomes into the Local Offer, Education, Health and Care Plans, Care and Support plans (18+) and curriculum design for all students with SEND

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Early Years (age 0-4)	Adapting to new environments Playing with other children Following instructions <ul style="list-style-type: none"> consider any specifics around sensory impairments Real world play <ul style="list-style-type: none"> (builder/nurse/doctor) 	Feeding and drinking Toileting Getting dressed Making Choices Real world play <ul style="list-style-type: none"> (kitchens/DIY/cleaning) 	Making friends Social interaction Visits / day trips	Checks at births (hearing etc) Diet and food variety Immunisations 2 year old development check
Provision (Universal and Targeted)	<i>Speech and language therapy (SLT), occupational therapy (OT), physiotherapy, health visitor, parent carers, portage, community nurse, educational psychologist, Community/disability groups, toddler groups, GPs/paediatricians, social workers/short break care, early years professionals, use of personal budgets as appropriate.</i>			
Primary (age 5-7) Reception—Y2 Key Stage 1	‘What do you want to be when you grow up?’ Meeting role models Real world visits (fire stations, farms etc.) Numeracy	Washing/brushing teeth Telling the time Paying in shops (supervised)	Team playing Developing friendships/friendship groups After school clubs Weekend activities	Child obesity checks Diet - making choices Dentist school visit Immunisations Physical exercise
Provision	<i>SLT, OT, physiotherapy, parents, community nurse, educational psychologist, community/disabled groups, GPs/paediatricians, social workers/respice care, use of personal budgets as appropriate, teachers / TAs / support staff, school nurse, dentist, organised clubs e.g. Brownies / Cubs (universal services)</i>			
Primary (age 8-11) Y3-Y6 Key Stage 2	Talk about different careers and higher education options Access to career related role models Start to build a personal vocational profile of interests and ambitions School sessions from visitors on their careers	Understanding money – paying for snacks in school Sleep-overs and residential trips Cooking at school and home Shopping Moving around the school independently Travel training Transport and road signs	Youth and after-school clubs Learning to be safe on and offline Knowing the local area Walking short distances alone Friendships Understanding bullying Managing change	Managing minor health needs e.g. asthma Starting puberty Immunisations (BCG) Obesity check Articulating pain / health problems
Provision	<i>As above plus: Friends/peers, careers advisers, CAMHS</i>			

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
<p>Secondary (age 12-14) Y7-Y9 Key Stage 3</p> <p>Secondary (age 15-16) Y10-Y11 Key Stage 4</p>	<p>Subject option choices - thinking about university and college, picking the right subjects for future career goals</p> <p>Exploring different career options</p> <p>Understanding requirements for HE</p> <p>Structured careers advisory sessions</p> <p>Planning for employment:</p> <ul style="list-style-type: none"> • what qualifications do you need • what study programme should you be on • what work experience would be most helpful <p>Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed</p> <p>GCSEs/NVQs/Entry level qualifications</p> <p>Vocational options</p> <p>Continue to build personal/vocational profile - use in careers sessions</p> <p>After school/Saturday jobs/part-time employment</p> <p>Understanding supported employment options e.g. access to work</p> <p>Transition to new settings</p> <p>Starting micro-enterprises</p>	<p>Travel training</p> <p>Making decisions about what to spend money on</p> <p>Making own food</p> <p>Socialising unsupervised in the local community</p> <p>Independent living skills</p>	<p>Making decisions about how to spend free time</p> <p>Managing social media and other technology</p> <p>Online gaming and staying safe</p> <p>Belonging to different groups</p> <p>Friendships and relationships</p> <p>Understanding the bigger picture and building resilience</p>	<p>Sex education</p> <p>Immunisation - tetanus</p> <p>Managing more complex health needs</p> <p>Understanding what the GP can help you with</p> <p>Annual health check with GP if registered Learning Disability</p> <p>Mental health and wellbeing</p> <p>Drug and alcohol education</p> <p>Switching technology off and getting a good night's sleep</p>
Provision	<i>As above plus: Personal assistants, Employers, Social Care, Travel trainers</i>			

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
<p>Post-16 (age 16-19)</p> <p>In schools and post-16 providers</p>	<p>Build on strengths and interests highlighted in personal/vocational profile</p> <p>Apprenticeships</p> <p>Supported internships</p> <p>Traineeships</p> <p>Further work on academic and vocational qualifications</p> <p>A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor</p> <p>CV writing</p> <p>Skills in applying for jobs or higher education</p> <p>Interviewing</p> <p>Understanding support from the LA, e.g. do they have a supported employment service?</p>	<p>Managing bills (e.g. mobile phone)</p> <p>Managing potential income including Personal Independence Payments</p> <p>Residential and local learning options</p> <p>Mental capacity - supported decision making</p> <p>Understanding consent and best interest</p> <p>Life skills</p> <p>Managing your time</p> <p>Transition to adult care</p> <p>Being safe in your home</p> <p>Understanding different types of living arrangements - what arrangements are positive and possible for each YP</p> <p>Actively planning for future living arrangements with family, LA etc.</p>	<p>Developing new friendships</p> <p>Personal budgets</p> <ul style="list-style-type: none"> • how could they be spent post-16 to further PFA aspirations <p>Managing your time</p> <p>Being safe on the streets</p> <p>Understanding alcohol and drugs</p> <p>Volunteering</p> <p>Understanding the criminal justice system</p> <p>Knowing where to go for help and how to use the emergency services</p>	<p>Taking responsibility for dental and optical appointments</p> <p>Managing own health</p> <p>Transition to adult health services</p> <p>Knowing when you need to see the GP</p> <p>Staying physically active and healthy</p> <p>Understanding relationships, including:</p> <ul style="list-style-type: none"> • sexual relationships • choice and consent • safety and • good health
<p>Post-19 (age 19-25)</p>	<p>Consolidate or finish learning</p> <p>Taking part in adult education/community learning</p> <p>Completing outcomes in EHC plan</p> <p>Voluntary work</p> <p>Knowing how to access support from Job Centre post-education</p> <p>Paid work or higher education</p> <p>Understanding benefits</p>	<p>Arranging potential independent/supported living options</p> <p>Planning other living arrangements</p> <p>Understanding correspondence/bills</p> <p>Continuing to develop independent living skills as part of a study programme</p>	<p>Accessing adult social care post-18</p> <p>Maintaining friendships outside of an education setting</p>	<p>Managing health appointments</p>
<p>Provision</p>	<p><i>As above plus: Personal assistants, Employers, Social Care, Travel trainers</i></p>			