**Preparation for Adulthood Curriculum at Woolston 6th Form College.**

*Preparing for adulthood is the umbrella term used to describe support on offer to young people with special educational needs or disabilities (SEND) as they transition into adulthood. Preparing for adulthood support usually focuses on four pathways, helping young people to achieve the best outcome in:*

* *Higher education or employment.*
* *Independent living and housing options.*
* *Participating in the local community and society and having positive relationships.*
* *Good health.*

Planning for a successful future should start as early as possible. It is recommended that conversations about a young person’s future should start in Year 9 and involve the young person themself, their parents and carers, their teachers and anyone else who works with them. All of our young people have an education, health and care plan, also known as an EHCP.  Each year, we lead a review of their EHCP to discuss any changes required (updates/amendments etc.) and progress that they have made towards their outcomes. The aim of the EHCP and its annual reviews is to ensure that everyone is successfully working together to support the young person in achieving their aspirations and personal targets. EHCPs detail what specific support the young person will need to achieve their goals and record the progress made by all parties. Throughout these meetings, the young person should be as involved as much as they can be, about their future.

Our PFA curriculum in college aims to provide regular planned opportunities for young people to work towards their EHCP targets therefore increasing the likelihood of them achieving the best possible outcomes in each of the four areas mentioned above. Whilst we have linked units to our 3-year rolling programme of themes it is important that staff tailor lessons and activities to the outcomes and aspirations of individual learners.

All learners have their own IEP (Individual Education plan) which breaks down EHCP outcomes into smaller targets which can be met in half termly (School) and termly (College). As each target is achieved the young person makes steady progress towards achieving the larger EHCP outcomes. We use EfL (Evidence for Learning) to record progress against IEP targets using comments, videos and photographs.

**Planning information for PFA curriculum**

**KS4 PSHE outcomes – knowledge & skills progression:**

The codes in the KS4 PSHE outcomes section of the 3 -year plan below, link to the PSHE associations planning framework for SEND. This framework is fully aligned with the DfEs statutory guidance for PSHE which has adapted learning outcomes to ensure it is accessible for young people with SEND. Learning outcomes are mapped progressively. Please see ‘PSHE Association’s SEND Framework KS3-4 adapted CL’ document separately for further outcomes and progression.

For each unit you must look across the stages and use appropriate outcomes pitched at the level of the students in your group. Please take the outcomes from KS3-4 not KS1-2.

**Autumn term:**

You will notice in Autumn 1 we have created an area of PfA which we have called “My Future”. This is repeated annually as it will centre around preparing for the annual review (autumn) and evaluating their progress from the end of the previous academic year. It will also provide evidence for the Open Awards qualification Skills for Further Learning and Employment’s (SFLE) unit Personal Action Planning, which will be completed regularly when working through the SFLE qualification.

This unit focusses on supporting all young people to plan for their annual review. During these lessons pupils should complete a range of person-centred planning tasks. These tasks link to different areas of the ‘All about Me’ section of the EHCP and the information gathered can be used to amend/update the plan if necessary.

Here are some resources and information which can be used when planning and delivering lessons:

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

The two documents below provide examples of additional outcomes for all areas of PFA that you can incorporate into lessons based on the needs of individuals. These should be used alongside the outcomes from the PSHE framework.

<https://www.durham.gov.uk/media/31190/PfA-Outcomes-across-the-age-range-0-25-for-children-and-young-people-with-SEND/pdf/PFAToolkitMay2021.pdf?m=637774287736730000>

<https://www.lancashire.gov.uk/media/919823/preparation-for-adulthood-toolkit-cognition-and-learning-slcn-semh.pdf>

**Preparation for Adulthood Curriculum – Woolston 6th Form College**

**3 Year Plan.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 1.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** My future | **PfA:** Community | **PfA:** Community |
| **KS4 PSHE outcomes** | SA1, SA2, SSS2, MF1, HL2, WILI4 | SSS3, SSS5, | SSS3, HL1, HL2, HL3, WILI1, WILI3, WILI4 |
| **Equals Curriculum** | CEIAG: Person Centred Planning  (Globetrotters) | Road Safety  (Adventurer) | Community Project  (Traveller) |
| **Area of PFA** | **PfA:** Independent Living | **PfA:** Health | **PfA:** Employment |
| **KS4 PSHE outcomes** | SSS3, SSS5, HL1, HL4 | SSS1, SSS3, SSS5, HL6 | SA1, WILI1, WILI4 |
| **Equals Curriculum** | Daily living skills:  Preparing a meal  (Traveller) | First Aid and Getting Help  (Explorer) | A Job Study  (Adventurer) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 2.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** My future | **PfA:** Employment | **PfA:** Community |
| **KS4 PSHE outcomes** | SA1, SA2, SSS2, MF1, HL2, WILI4 | SA1, WILI1, WILI4 | SSS2, SSS3, HL1, HL2, HL3, WILI1, WILI3, WILI4 |
| **Equals Curriculum** | CEIAG: Person Centred Planning  (Globetrotters) | Understanding Work  (Voyager) | Preparing for New Situations  (Globetrotters) |
| **Area of PFA** | **PfA:** Independent Living | **PfA:** Health | **PfA:** Independent Living |
| **KS4 PSHE outcomes** | SSS1, SSS3, SSS5, HL1, WILI4 | SSS1, SSS3, SSS5, SSS6, HL1, HL6, HL7, WILI4 | SA4, SSS2, SSS3, SSS4, SSS7, HL2, WILI5 |
| **Equals Curriculum** | Daily living skills:  Using cleaning products  (Explorer) | Using Local Facilities for Health  (Globetrotters) | Financial responsibility  (Traveller) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 3.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** My future | **PfA:** Health | **PfA:** Employment |
| **KS4 PSHE outcomes** | SA1, SA2, SSS2, MF1, HL2, WILI4 | SSS1, SSS3, SSS5, HL1, WILI4 | SA1, WILI1, WILI4, WILI5 |
| **Equals Curriculum** | CEIAG: Person Centred Planning  (Globetrotters) | Cleaning Routines  (Adventurer) | Salaries, Wages and Allowances  (Voyager) |
| **Area of PFA** | **PfA:** Independent Living | **PfA:** Employment | **PfA:** Community |
| **KS4 PSHE outcomes** | SSS3, HL1, HL4, WILI3, WILI5 | SA1, SSS2, SSS3, HL2, HL3, WILI1, WILI4 | SSS2, SSS3, HL2, HL3, WILI4 |
| **Equals Curriculum** | Daily living skills:  Using household tools & appliances  (Traveller) | Voluntary Jobs in the Community  (Explorer) | Daily living skills:  Using community for leisure  (Traveller) |