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

**What is Preparing for Adulthood (PFA)?**

Preparing for Adulthood is a term used to describe the support available to young people with special educational needs and/or disabilities (SEND) as they move towards adult life. This support is designed to help each young person make a successful transition into adulthood and focuses on four key areas:

**Higher education or employment –** including training, apprenticeships, or supported internships

**Independent living –** making choices about housing and daily living

**Community inclusion –** being involved in society, building friendships, and having a social life

**Health and wellbeing –** being as healthy as possible in both body and mind

**Planning Early for the Future**

Planning for adulthood should begin as early as possible. It is recommended that discussions about a young person's future start in Year 9. These conversations should include:

* The young person
* Their parents or carers
* Teachers and education staff
* Other professionals involved in their support

All of our learners have an Education, Health and Care Plan (EHCP), which outlines their needs, goals, and the support they require. We carry out an annual review of each EHCP to check progress, make any updates, and agree on the next steps. The goal is to ensure everyone involved is working together to help the young person achieve their goals and aspirations.

The young person should be as involved as possible in these reviews, so that their voice is heard, and they can shape their own future.

**Our Preparing for Adulthood Curriculum**

At college, our Preparing for Adulthood (PFA) curriculum is designed to give students regular, meaningful opportunities to work towards the outcomes in their EHCPs. By focusing on the four PFA areas, we aim to support every young person in reaching their full potential.

We follow a three-year rolling programme of themed units, but it’s essential that teaching is also personalised. Staff adapt lessons and activities to match each learner’s individual outcomes and long-term goals, ensuring the support is relevant and impactful.

All learners have individual EHCP targets, which are broken down into smaller, manageable steps that can be worked on and achieved termly during their time at college. As these short-term targets are met, learners make steady, meaningful progress towards their wider EHCP outcomes. Progress is recorded and monitored using Evidence for Learning (EfL), where staff use written observations, photos, and videos to capture and celebrate achievements against each learner’s IEP targets.

**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 DfE’s 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.

**Clarification on Employability Delivery**

As part of our commitment to preparing learners for successful, independent adult lives, our *Preparation for Adulthood* curriculum is structured around the four key PfA areas:

* Employment
* Independent Living
* Good Health
* Friends, Relationships and Community

While all four areas are embedded across the wider college curriculum, it is important to note that:

The Employability area of the PfA framework is not covered in the general PfA lessons.  
This is because Employability is delivered through a dedicated standalone lesson on Monday mornings, which focuses exclusively on preparing learners for the world of work.

These Monday sessions provide focused time to:

* Explore work-related skills and knowledge,
* Build job-seeking confidence,
* Prepare for employment or further training,
* Engage in work readiness activities and employer-linked learning.

By delivering Employability in its own dedicated session, we ensure that learners receive more targeted and practical support, which complements and enhances the broader aims of the PfA curriculum.

<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.**

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| **Year 1.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** **Being part of the local community**  **Keeping safe in the community (Domestic)** | **PfA:** **Being part of the local community**  **Visiting nearby Cities** | **PfA:** **Good Health**  **Friendships** |
| **KS4 PSHE outcomes** | SSS2, SSS3, HL1, HL2, HL3, WILI1, WILI3, WILI4 | SA3, WILI1 | CG21.1-6.2 |
| **Area of PFA** | **PfA: Independent Living**  **Accessing shops** | **PfA:** **Good Health**  **Understanding my disability/learning needs** | **PfA:** **Independent Living Skills**  **Eating out** |
| **KS4 PSHE outcomes** | SSS2, SSS3, HL2, HL3, WILI4 | SA4, SSS2, SSS6, MF1, CG2, CG3, MF2, MF3 | HL4, WILI4, WILI5 |

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| **Year 2.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** **Independent Living**  **Mental capacity-self advocacy** | **PfA:** **Good Health**  **Diet** | **PfA:** **Independent Living**  **In the Home** |
| **KS4 PSHE outcomes** | WILI4.1.1 WILI4.2.1 | HL4.1.1 HL4.3.1 HL4.3. HL4.5.1 2 HL4.4.1 HL4.4.2 | HL4.1.1 WILI4.5.1 WILI3.2.1 |
| **Area of PFA** | **PfA:** **Good Health**  **Managing Health Needs** | **PfA:** **Being part of the local community**  **Physical Processing** | **PfA:** **Being part of the local community**  **Keeping safe in the community (Personal)** |
| **KS4 PSHE outcomes** | SSS1 SSS1.1.1 SSS1.2.1 SSS1.3.1 SSS1.4.1 SSS1.5.1 SSS1.6.1 | HL3.1.1 HL3.2.1 HL3.3.1 HL3.5.1 | WILI4.5.1 |

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| **Year 3.** | **Autumn** | **Spring** | **Summer** |
| **Area of PFA** | **PfA:** **Good Health**  **Sensory Processing** | **PfA:** **Independent Living**  **Living arrangements** | **PfA:** **Independent Living Skills**  **Managing my money** |
| **KS4 PSHE outcomes** | HL3.1.1 HL3.2.1 HL3.3.1 HL3.5.1 | WILI4.3.1 WILI4.2.1 WILI4.6.3 | WILI5.1.1 WILI5.2.1 WILI5.3.2 WILI5.4.1 WILI5.4.3 W  SSS1.5.4 ILI5.5.1  WILI5.5.2 WILI5.5.3 WILI5.6.1 WILI5.6.2 |
| **Area of PFA** | **PfA:** **Being part of the local community**  **Accessing Services** | **PfA:** **Being part of the local community**  **Social Interactions** | **PfA:** **Good Health**  **General Health** |
| **KS4 PSHE outcomes** | SSS1, SSS3, SSS5, SSS6, HL1, HL6, HL7, WILI4 |  | SSS1.3.4 SSS1.5.3 SSS1.6.2 SSS1.6.4 |