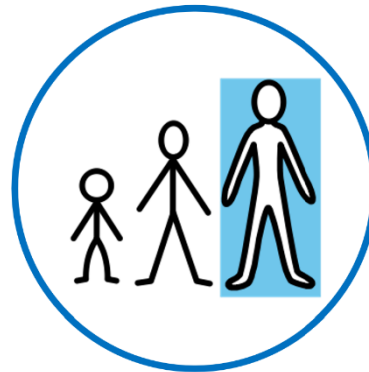




Warmley Park School
and College



Preparing for Adulthood (PfA)

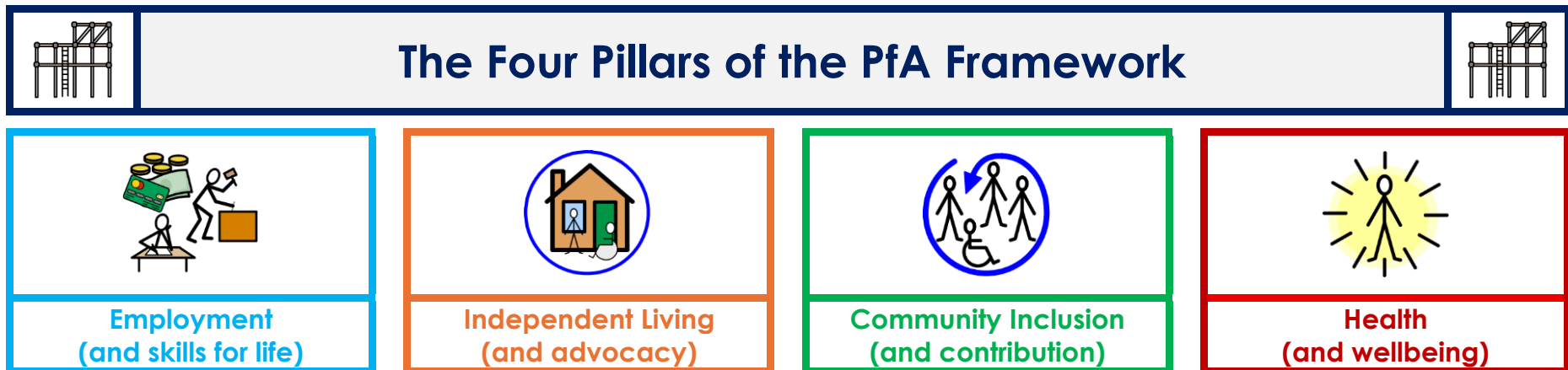
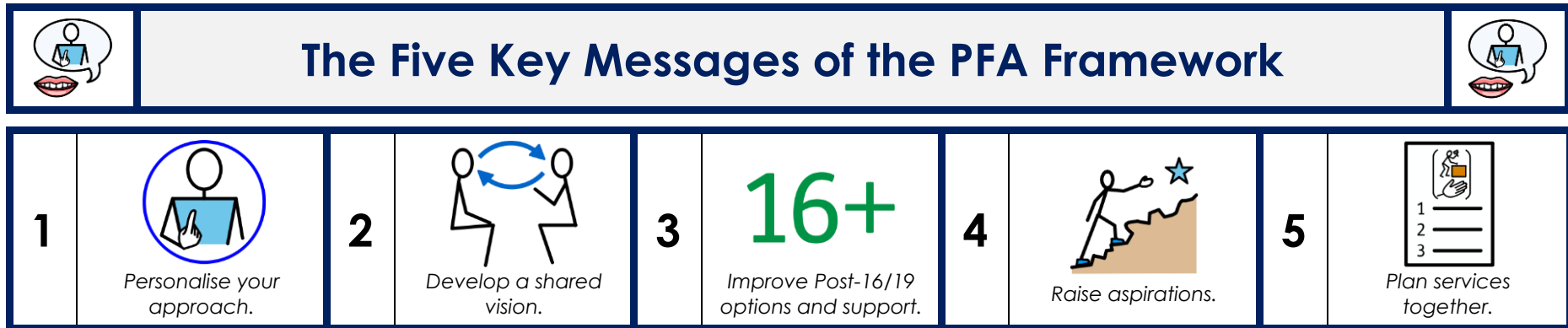
Post-16 Framework

Est. September 2025



Warmley Park School
and College

CORE – Preparing for Adulthood (PfA)



Post-16 Framework

Est. September 2025



Curriculum Provision – Post-16: Preparing for Adulthood (PfA)

*“**Being supported** towards greater independence and employability can be **life-transforming** for children and young people with SEN...and should **centre around the child or young person’s own aspirations, interests and needs**.
– Section 7.37 SEND Code of Practice*

Based on the national Preparing for Adulthood (PFA) framework, the Post-16 curriculum offer at Warmley Park School embraces the five key messages and four Pillars as outlined by the National Development Team for Inclusion (NDTI), <https://www.ndti.org.uk/>.

	The Five Key Messages of the PfA Framework								
1	Personalise your approach.	2	Develop a shared vision.	3	Improve Post-16/19 options and support.	4	Raise aspirations.	5	Plan services together.

	The Four Pillars of the PfA Framework			
Employment (and skills for life)	Independent Living (and advocacy)	Community Inclusion (and contribution)	Health (and wellbeing)	
Continue to develop functional academic skills. Develop wider skills for life outside of the classroom. Experience a full and robust Careers journey for ALL. Explore transition pathways, Work Experience (WEX) and routes to employment.	Support daily department life by completing simple skills, roles and responsibilities. Develop skills towards self-care and self-sufficiency. Have a voice and choice about money as well as the skills and opportunity to use it. Know the options for the future for how and where to live.	Visit and engage with the local community and contribute to wider social activity and collaborative projects. Understand the law and the role we play as active citizens. Make choices about daily provision, care and support. Be safe online, at home and in the community.	Manage diet and physical activity to be healthy and well. Make personal choices towards a positive lifestyle and know how to access services when things are wrong. Access the activities and services we need to be happy. Manage choices as we move from childhood to adulthood.	



PfA Outcomes

With guidance and support from Durham County Council Preparing for Adulthood Outcomes Toolkit, <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>

'An outcome is the **benefit or difference made** to an individual as a result of an intervention' – Section 9.66 SEND Code of Practice.

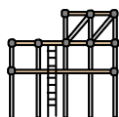
Using these Outcomes can:

- Support development of creative and meaningful ways to **achieve and demonstrate progress for ALL learners** (under any or all of the PfA pillars)
- Be a positive starting point for discussion and review, **not a limited or exhaustive list** of potential and possibility.
- Support setting of **long and medium-term outcomes in an Education and Health Care Plan (EHCP)**, but also as 'next step' **short-term outcomes in an Individual Education Plan (IEP)**, especially at times of transition.
- Be applied or adapted at **any age or stage of development**, e.g. *indicators associated with earlier childhood milestones may still continue to be important outcome for a young person.*
- Support an **individualised approach to learning**, supporting as independent life as possible and be transferable to the real world. When supporting a young person with a life-limiting condition, these outcomes **can focus on progress in a sensitive way**.



As a school how will we know we are successful?

1. The school will have a **culture of high aspirations** for all Children and Young People (CYP) and gives a high priority to preparing them for adulthood.
2. The school's **strategic vision for PfA** is shaped by the views of CYP with SEND and their parents and carers.
3. School leadership ensures that **all teachers understand their responsibilities** for preparing CYP for adulthood.
4. School leaders promote a range of **local partnerships and networks** to support CYP's progress towards PfA outcomes.
5. The school critically analyses and reflects on the **outcomes, achievements and destinations** of CYP with SEND, to inform the development of PfA.
6. The school/setting works closely with CYP and their parents and carers to ensure **a smooth transition between key stages and into adulthood.**
7. The school/setting critically analyses and **reflects on the views and experiences** of CYP with SEND and on those of their parents and carers, to inform the development of PfA.



The Four Pillars of the PfA Framework **Pillar 1: Employment (and skills for life)**

ES

Employment Skills

Practical Communication

To be able to...

Speech:

1. To make and say sounds
2. Use assistive technology
3. Say words clearly (e.g. in sentences)
4. Speak fluently
5. Speak with expression

Receptive language:

(the ability to understand and comprehend spoken language that I hear or read).

6. Understand meaning from verbal, written or visual sources (e.g. speech, sign language, instructions, stories)
7. Listen to others
8. Watch others for signed information
9. Process and identify key information through auditory methods
10. Understand technical terms in speech
11. Use a preferred method of alternative communication with colleagues/friends/ family (e.g. VOCA, iPad, Grid, signing) to receive information

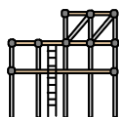
Expressive language:

(how I use words to express myself)

12. Use gestures/sign/words to express meaning to the listener
13. Respond to questions/others in the right way
14. Use practical questions (e.g. Can I have a drink?)
15. Use formal/informal language in the right way (with friends/at work)
16. Use specialist language in the right context (e.g. in the workplace)
17. Express myself clearly so others can understand my point of view
18. Articulate ideas
19. Use talk/signs to organise, sequence and clarify thinking
20. Use a preferred method of alternative communication with colleagues/friends/ family (e.g. VOCA, iPad, Grid, signing) to express information

Social Interaction:

21. Initiate an interaction
22. Use social language (e.g. greetings, chat, talk/sign on topics of interest)
23. Maintain a current topic of conversation
24. Take turns in conversation
25. Use technology (e.g. mobile phone) to communicate



The Four Pillars of the PfA Framework **Pillar 1: Employment (and skills for life)**

ES

Employment Skills

Learning Skills

To be able to...

Attention & Concentration:

- 26. Pay attention to what is happening around them
- 27. Maintain focus on one chosen activity
- 28. Stop and switch attention

Organisation:

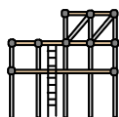
- 29. Understand the passing of time (e.g. through games/play/first-hand experiences)
- 30. Identify times of the day (e.g. breakfast, lunchtime, bedtime)
- 31. Use the correct language to order things (e.g. first/second/then/next/end)
- 32. Carry out an activity in the correct order (e.g. how to get dressed)
- 33. Make correct choices relating to the time of the day/night (e.g. brushing teeth on a morning)

Memory:

- 34. Process information (e.g. by learning word associations)
- 35. Recall a piece of information that has been given to me
- 36. Remember and carry out (one step/two step, etc) instructions to complete a task (e.g. write a story, use machinery)
- 37. Give instructions to a friend/colleague

Motivation:

- 38. Get involved and 'have a go'
- 39. Set SMART targets
- 40. Enjoy my achievements
- 41. Learn from mistakes
- 42. Motivate myself (e.g. to complete a specific task)
- 43. Use a range of coping strategies
- 44. Show resilience when things aren't going well



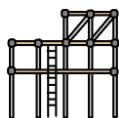
The Four Pillars of the PfA Framework **Pillar 1: Employment (and skills for life)**

ES

Employment Skills

Practical Literacy and Numeracy To be able to...

<u>Literacy – Reading:</u>	<u>Literacy – Writing:</u>	<u>Numeracy:</u>	<u>As young people get older:</u>
45. Recognise signs or symbols 46. Recognise/read own name 47. Use (a variety of/specific) strategies to read (e.g. Phonics, Sight Reading, tactile/braille) 48. Find information in text 49. Understand the purpose of different types of texts (e.g. persuasive text) 50. Use assistive technology to read texts (Text to speech app, screen reader and magnifications, accessibility)	51. Make marks 52. Form shapes/letters 53. Write/type name/simple words 54. Spell simple words 55. Spell high frequency words 56. Write in clear sentences 57. Use simple punctuation in writing 58. Use a variety of sentences 59. Write for a purpose (e.g. to inform someone) 60. Write for a (specific) audience 61. Order text 62. Sequence thoughts/ideas in writing 63. Plan and revise written texts 64. Write clearly/Use assistive technology to create texts 65. Use a keyboard 66. Save and print work 67. Use settings to make it easier to use equipment (accessibility, speech to text, dictate)	68. Demonstrate knowledge of numeracy terms (e.g. smaller, longer, heavier) 69. Use everyday (or specialist) language in numeracy tasks 70. Have a basic/good working knowledge of practical numeracy (e.g. time, money, measurement) 71. Use different (or specific) methods (e.g. +, -) to find answers 72. Work out/solve problems using different ways and/or practical equipment 73. Understand visual data (e.g. tables/graphs) 74. Use a range of specialist/everyday technology effectively	75. Apply how Literacy & English are linked to different jobs (e.g. Hair & Beauty, Retail, Engineering) 76. Apply how Numeracy & Maths are linked to different jobs (e.g. Hair & Beauty, Retail, Engineering)



The Four Pillars of the PfA Framework **Pillar 1: Employment (and skills for life)**

ES

Employment Skills

Managing Transitions

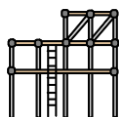
To be able to...

General transition:

- 77. Interact and explore a new environment
- 78. Manage in a busier or noisier environment
- 79. Understand and accept boundaries and expectations in new or different settings
- 80. Increase resilience to cope with future changes in settings (e.g. education, training & work)
- 81. Adapt to new settings and routines (e.g. changes in timings, environment)
- 82. Recognise ways to keep myself safe in a new environment
- 83. Express my needs confidently in a new environment

Managing emotions in new contexts:

- 84. Understand and control emotions in a new environment
- 85. Communicate my worries and hopes
- 86. Express feelings and emotions in a new environment
- 87. Ask for help
- 88. Anticipate and deal with unexpected situations



The Four Pillars of the PfA Framework **Pillar 1: Employment (and skills for life)**

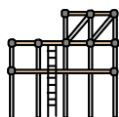
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Employment Skills

Pathways to Employment

To be able to...

<u>Career & self development</u>	<u>Career exploration</u>	<u>Career knowledge and experience</u>	<u>Career management</u>
89. Understand the difference between personal skills and qualities 90. Explore personal skills and qualities relevant to working life 91. Learn about the world of work (e.g. from visits, talks, projects) and show an interest in jobs 92. Talk to others about my skills and interests 93. Know what is needed to be successful at work 94. Describe the skills and qualities I possess that employers value 95. Recognise my transferable skills and qualities for work (such as Communication, IT, Maths, Teamwork etc) 96. Explore options to further develop skills for working life 97. Have high aspirations for my future and the belief that I have the skills required for employment	98. Access advice and support to help me make informed choices about further opportunities 99. Access information about career paths and the labour market 100. Choose courses and experiences to help me in a career 101. Understand how subjects gain entry to jobs (e.g. STEM, English) 102. Understand specialist routes to jobs (e.g. Supported Internships) 103. Know who to ask for information or advice in school/ college 104. Find and apply for opportunities that match my interests and skills 105. Use online resources to research employment in my local area 106. Recognise that there are different ways to get a job 107. Understand/explain the benefits of employment and working life 108. Practice completing application forms (inc. for voluntary work) 109. Undertake mock interviews	110. Understand different job sectors within their local area 111. Understand and explain my own support needs and how these will translate in the workplace 112. Attend work visits, work experience or work shadowing. 113. Understand/explain the difference between employment, self-employment and social enterprise 114. Participate in group activities with business ambassadors and explain business ideas 115. Explore different jobs in my community and identify some of the skills needed for these 116. Achieve (a number of) qualifications to get on to a specific programme 117. Achieve an identified Level of qualification to get on to a specific programme (e.g. apprenticeship)	118. Create a Personal/Vocational Profile that is transferable across education and beyond 119. Contribute to own career action plan, update Vocational Profile 120. Complete (with or without support) a CV/application form 121. Identify/join in with the world of social enterprise 122. Identify/join volunteering experiences in the community 123. Identify/apply for further learning or training opportunities (e.g. Traineeships, Apprenticeships) 124. Identify and apply for jobs that interest me



The Four Pillars of the PfA Framework

Pillar 2: Independent Living (and advocacy)

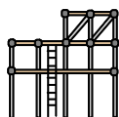
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Independence Skills

Daily Living skills

To be able to...

<u>Self-Care</u>	<u>Managing My Money</u>	<u>In the Home</u>	<u>Living Arrangements</u>
1. Recognise the need to use the toilet 2. Ask to go to the toilet 3. Go to the toilet (with support/independently) 4. Know to wash hands and why it is important to keep clean 5. Recognise the need to and maintain personal hygiene 6. Recognise the need to and maintain oral hygiene 7. Identify own clothing 8. Dress and undress (with support/independently) 9. Recognise changes in their bodies as we grow (e.g. puberty) 10. Look after myself during times of change e.g. monthly periods 11. Take care of myself safely (e.g. shaving, bathing) and with the correct frequency 12. Manage/maintain own personal specialist equipment each day (e.g. hearing aids, spectacles)	13. Recognise value of coins/notes 14. Understand/use the language needed to pay for an item at the shop (role play, supported visits) 15. Seek support to complete shopping successfully 16. Know what a budget is 17. Recognise what is affordable in a shop (would I have enough money to pay for the items?) 18. Use a range of ways to pay for goods and services 19. Use self-service checkouts 20. Know what a bank account is 21. Know how to use a debit card 22. Understand the different aspects of a pay slip 23. Understand the consequences of using and paying with credit 24. Manage income and or benefits (e.g. PIP, Universal Credit) 25. Understand and manage bills and correspondence (e.g. Council Tax, Utilities etc)	26. Understand and follow kitchen safety & hygiene rules 27. Recognise what is safe and unsafe food to eat 28. Follow instructions to safely make a basic meal (e.g. sandwich) 29. Plan & prepare a nutritious meal (with variable levels of support) 30. Understand and use correct measurements in the home (e.g. cooking times/weighing ingredients/measuring carpets) 31. Understand what alerting devices are (e.g. visual/vibrating smoke alarm, doorbell alerts) and know how to respond safely 32. Know what to do in case of emergency (fire exits, evacuation plan, first aid etc) 33. Understand what I will need for an overnight stay/holiday etc 34. Plan for the week/month ahead (e.g. when a bill is due/bins are collected etc)	35. Understand rent/mortgage payments 36. Know about different types of living arrangements (e.g. Housing Association, Private Landlord, Supported Living) 37. Understand the legal implications of a rental agreement (e.g. rent arrears etc)



The Four Pillars of the PfA Framework

Pillar 3: Community Inclusion (and contribution)

CS

Community Skills

Citizenship skills

To be able to...

Social Interactions

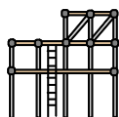
1. Show an interest in what others are doing
2. Play/work alongside others
3. Know the qualities of a good friend
4. Know how to build and maintain relationships (with one adult/two children/small group/unfamiliar people)
5. Choose positive/appropriate friendships
6. Recognise other people may have different ideas and feelings
7. Choose a suitable leisure activity or hobby
8. Enjoy activities with friends/peers
9. Work together in a team
10. Join an after-school club/member of a team (e.g. football) to meet new people
11. Engage in sleep overs & residential trips
12. Use appropriate strategies to resolve conflicts

Legal & Criminal Justice System

13. Understand that there are rules to be followed (at school/ in work/in the community)
14. Recognise which of my behaviours/ actions are acceptable or unacceptable towards myself and to others
15. Understand my actions have consequences
16. Know the difference between right and wrong
17. Recognise that there are laws to be followed and there are consequences
18. Understand the effects and consequences of crime (e.g. victims/ being arrested)
19. Know about the voting system & democracy
20. Know about different roles in the legal system (e.g. police, solicitor, judge, prison officer)
21. Know where to get help and support if I am a victim of crime

Accessing Services

22. Know what services are available (e.g. voluntary, council, government support)
23. Understand that funding may be available for support
24. Know who to contact for specific equipment
25. Make my voice heard in my own health/social care provision
26. Access a range of in-school support from specialist trained staff
27. Access when needed, appropriate care or specialist staff into adulthood (e.g. Respite, Residential, Social Care, advocacy services, sign language interpreter)
28. Access a range of transport services to attend appointments



The Four Pillars of the PfA Framework

Pillar 3: Community Inclusion (and contribution)

CS

Community Skills

Keeping Safe

To be able to...

Online Safety

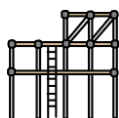
29. Understand that the internet is for playing and learning
30. Choose appropriate content
31. Manage time online effectively
32. Know what personal information is and when it should be shared
33. Understand what is safe and/or lawful to share publicly
34. Know the dos and don'ts of online safety
35. Manage privacy settings on personal/shared devices
36. Understand cyber bullying
37. Report concerns online
38. Know about copyright/legal risks/downloading information
39. Understand that not everything on the internet is accurate
40. Recognise scams/phishing in phone calls, texts and emails
41. Recognise on-line persuasion (e.g. radicalisation/ grooming)
42. Understand consequences of online selling and app purchases

Community Safety (Personal)

43. Recognise safe and appropriate people to talk to in the community
44. Understand road safety
45. Understand/identify what an emergency is
46. Know who and when to call in an emergency
47. Know what consent means/how this is linked to the law
48. Recognise inappropriate conversations and activities
49. Know what inappropriate contact means
50. Understand what peer pressure is
51. Plan for social time (e.g. sleepover, nights out) with friends
52. Recognise risks when out in the community
53. Recognise safe and unsafe areas in the community

Community Safety (Domestic)

54. Identify hazards and danger zones in the home, school or workplace
55. Know how to remove myself from an unsafe place or situation
56. Move around safely in any environment (inc. by using body protection/long cane skills)
57. Learn routes in my local environment (e.g. home to school)
58. Cross the road safely
59. Walk to visit a friend/family
60. Independently get a bus to a pre-planned destination
61. Manage personal amplification equipment in a variety of settings (hearing aids, cochlear implants and radio aid)



The Four Pillars of the PfA Framework
Pillar 4: Health (and wellbeing)

HS
 Health Skills

Good Health

To be able to...

<u>Managing personal health needs</u>	<u>Diet</u>	<u>Puberty, relationships and sex</u>	<u>Smoking, Drugs & Alcohol</u>
1. Recognise the feelings when I am feeling unwell or are in pain 2. Know who to tell when I am ill 3. Manage personal hygiene routines 4. Know about my health professionals and what they do 5. Know where and how to get reliable medical information 6. Manage good bedtime routines 7. Know how and when to seek emergency medical help 8. Make and attend appointments (with support/independently) 9. Know that health professionals may change as I move into adulthood 10. Manage day to day care needs with increasing independence (e.g. asthma, diabetes) 11. Attend an Annual health check with a GP 12. Get immunisations (with support/independently)	13. Recognise, name and eat a range of foods with a variety of textures and flavours 14. Categorise food e.g. fruit, vegetables, meat etc 15. Know where foods come from e.g. plants, animals 16. Know the importance of keeping hydrated 17. Know the differences between healthy and unhealthy foods 18. Know what a balanced diet looks like 19. Know how to make choices for a balanced diet 20. Recognise that eating habits are linked to emotional wellbeing 21. Recognise health issues linked to diet	22. Build strong supportive peer relationships 23. Respect others' opinions, thoughts and feelings 24. Learn about ourselves, family and our bodies 25. Understand aspects of puberty 26. Understand aspects of sex education 27. Know about different types of relationships and families 28. Know about safe and healthy sexual relationships 29. Know about appropriate touching/personal contact 30. Manage emotions linked to sexual relationships 31. Know about the legal aspects of sex & consent 32. Understand what grooming/phishing is	33. Understand the effects of taking illegal and recreational drugs 34. Understand the effects of alcohol 35. Understand the effects of smoking 36. Understand the dangers/risks of using substances (e.g. nitrous oxide) 37. Know the names of some common illegal drugs 38. Know the difference between legal and illegal drugs 39. Understand prescription drugs 40. Know about the law for drugs/alcohol



		The Four Pillars of the PfA Framework Pillar 4: Health (and wellbeing)	HS Health Skills
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Good Wellbeing		To be able to...	
<u>Mental Health and Wellbeing</u> 41. Recognise and name emotions 42. Link personal emotions to contexts 43. Communicate emotions to others 44. Understand others' feelings and know and how to respond 45. Recognise how things may have an impact (positive or negative) on mental health/well-being 46. Manage own mental health and emotional wellbeing (with variable levels of support) 47. Know about different mental health conditions 48. Learn what resilience is 49. Build up resilience over time 50. Use coping strategies to manage emotions in difficult situations 51. Know when to ask for help emotionally and who to contact 52. Recognise own emotions and appropriately respond to others	<u>Physical Processing</u> 53. Have the freedom to mobilise and move around the environment (with aids/equipment/support) 54. Understand the importance of maintaining good physical skills (e.g. strength, stamina, functional abilities, motor skills) 55. Use suitable and appropriate aids/equipment/support/technology safely to maintain an independent lifestyle/access learning and work. 56. Be able to access therapies and health services that support with maintaining physical health and well-being such as physiotherapy and occupational therapy 57. Access relevant health services to support physical needs (with support/independently)	<u>Sensory Processing</u> 58. Recognise sensory input that I find overwhelming or upsetting 59. Recognise my own sensory needs and employ suitable strategies to ensure I maintain a calm and alert state for learning 60. Engage in sensory activities designed to support regulation with adult support 61. Identify and recognise my own 'triggers' of sensory behaviour 62. Establish preferred method of communication with colleagues, friends and family	<u>Managing Screens</u> 63. Know what screentime is and how to monitor our own 64. Know what appropriate levels of screentime are 65. Understand the effects of excessive screentime (physical and mental) 66. Identify strategies to reduce screentime 67. Identify alternative leisure activities to those that are screen based 68. Choose alternative leisure activities over those that are screen based 69. Know when and how screen-based technology can be helpful and/or essential 70. Use screen-based activity to improve own health and wellbeing (e.g. fitness app, access support services)