



## PREPARING FOR ADULTHOOD

**Person(s) Responsible:** Senior Leadership Team/Subject Leaders/Key Stage Leads/Class Teachers

**Display/availability:** Website

The Learn to Live Federation is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Preparing for  
**Adulthood**

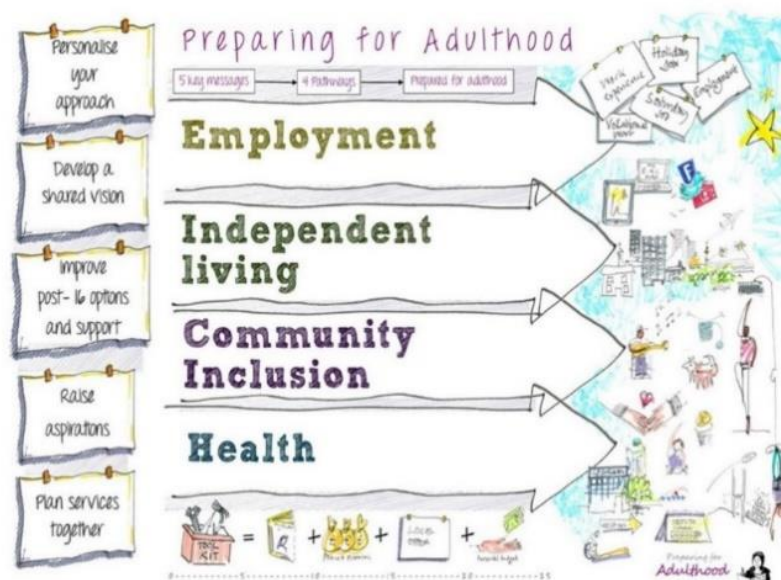


## Preparation for Adulthood Agenda Learn to Live Federation Overview

This strategy works in conjunction with a number of other school policies.

## Preparation for Adulthood Summary

The Preparing for Adulthood programme (PfA) is developed and delivered by the National Development Team for inclusion (NDTi). PfA aims to support young people into adulthood with paid employment, good health, independent living options and friends, relationships and community inclusion.



Our Federation incorporates the PfA objectives into our Learn to Live Curriculum offer. The aim is for all of our pupils to develop skills which will prepare pupils for their next stage of their lives; so that they become increasingly independent, are able to find their place in the wider community and be prepared for adulthood when they leave the Learn to Live Federation. PfA begins in the early years and continues throughout pupils' school journey. PfA underpins curriculum policies and planning.

PfA aims 'extends beyond [the] academic, technical or vocational' learning and 'provides for pupils' broader development, enabling them to develop and discover their interests and talents' (Ofsted EIF, 2019). There is a focus on the individual pupils' personal development with careful consideration and analysis of their strengths and needs, ensuring that during EHCP Annual Reviews/PCRs, pupils have aspirational short- and long-term outcomes to work towards.

As our pupils' transition to further education, training, bespoke packages or work, we support them and their families to choose the right pathway to adulthood.

## **Intent**

At the Learn to Live Federation, each key stage, from Early Years to Sixth Form, provides a holistic and ambitious approach to PfA, which meets the strengths and needs of individuals and offers coherently planned and sequenced teaching and learning to build sufficient knowledge and skills for future learning. The Learning to Live Curriculum is designed to raise aspirations of pupils, their families and the community by an increased focus on 'what a good life looks like for me'. We enable pupils to grow a supportive network, which they can continue to rely on as they leave our schools.

## **Breadth and balance are provided through:**

A rolling programme of curriculum themes

Learning experiences in a range of different contexts, e.g. external learning opportunities such as work places, in the community and virtual encounters

Experiential and applied learning opportunities

Educational trips and visits

External speakers and visitors

Incorporation of PfA within the whole school day, e.g. play, snack, lunch, personal care, transitions

Life Skills Curricular

## **Curriculum Delivery**

The curriculum addresses the needs of each pupil irrespective of their special educational need and/or disability. Teaching and learning strategies are differentiated and adapted as appropriate to support individual strengths and needs and to enable pupils to meet the pathways in a meaningful way.

Delivery considers routines, pace, motivation and sensory needs. Lessons offer breadth and the timetable allows flexibility for educational trips and visits to enhance the curriculum offer. Each year, the school takes part in National Careers Week and other events to showcase the skills, knowledge and expertise our pupils have gained. Our qualifications, awards and enrichment programmes also support our strategy.

Teachers scaffold and personalise learning based on prior skills, knowledge and experience, which can include educational and therapeutic approaches to ensure a holistic approach for optimal learning.

There is a focus for pupils on experiences of purposeful work, engaging in the wider community by being in spaces and groups used by members of the public (*see references and links: community mapping*), living as independently as possible, meeting their own health needs, being self-sufficient and self-advocating to influence decisions about their future.

Pupil progress is monitored through the EHCP Annual Review/PCR process and curriculum assessment.

## **Parent Carers & Stakeholders**

Delivery of the curriculum is not limited to teaching and learning at school but includes raising aspirations and encouraging the autonomy and participation of our parent carers and external stakeholders.

We work hard to develop good home-school communication and support parent carers so that they are fully involved in decisions about their child's future, whilst ensuring that each young person's best interests remain at the centre of the decision-making process, particularly during EHCP Annual Reviews/PCRs. We also deliver regular parent carer sessions, workshops and open days which aim to give information to support planning for adulthood.

We encourage parent carers to support teaching and learning at home by consolidating and transferring skills, knowledge and experience from school to home.

As well as parent carers, we work with a range of stakeholders including governors, health and social care professionals, local organisations and employers, community groups and charities.

Ways in which we engage stakeholders in PfA include:

- Interactive teaching and learning displays
- Dedicated PfA teaching and learning spaces and resources
- Sharing success stories and case studies
- Sharing good practice and experience within the school and wider community
- Working with businesses, employers, community groups, colleges and voluntary groups
- Working with the Heart of the South-west Careers Hub
- Sustained engagement and participation with other specialist settings through SENTient Trust.
- Social media and website
- School newsletters
- Engaging with the Preparation for Adulthood Transitions Team particularly through the EHCP Annual Reviews/PCRs from Year 9 and above

### **Pathway to Adulthood 1: Employment**

\*Please read this section in conjunction with the schools Careers & Enterprise Programme that can be found on the school's website\*

**Our Career Leaders are Ruth McGuigan at Bidwell Brook and Luke Millan at Ellen Tinkham.  
Our Impartial Information, Advice and Guidance Advisor is provided by Devon's Post 16  
Participation Learning Team.**

### **Vision**

To ensure pupils and their parents & carers are informed and prepared to achieve aspirational next steps into adulthood and/or the world of work.

Our core aims:

- All pupils, parents & carers and teachers have access to up to date careers information, advice and guidance.
- All pupils have access to an engaging, enriched, meaningful and developmental careers programme.
- All pupils transition to a variety of sustained positive destinations.

The Learn to Live Federation has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all pupils' entitlement and learning here at the Federation, to aid their personal and character development.

Through a planned Careers & Enterprise Programme, we are committed to providing the appropriate activities and experiences to enable pupils to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to pupil outcomes through our EHCP Annual Review process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.

**Our Careers & Enterprise Programme incorporates a framework and further information on:**

**Learn to Live Federation**

**Careers & Enterprise Progression Framework**

**Early Years**

- Careers Day (Part of National Careers Week)
- Role-play
- Linking curriculum to the real world
- Careers specific story books
- Classroom based work experience – class responsibilities
- Assemblies celebrate learning and how pupils are developing transferrable skills for life and work.

**Lower School**

- Careers Day (Part of National Careers Week)
- Role-play
- Discussing different jobs
- External speakers and visitors
- Linking curriculum to the real world
- Offsite visits making links to careers and enterprise
- Enterprise activities and competitions
- Careers specific story books
- Classroom based work experience – class responsibilities
- Assemblies celebrate learning and how pupils are developing transferrable skills for life and work.

**Upper School**

- Careers Week (part of National Careers Week)
- External speakers and visitors
- Linking curriculum to the real world
- Referring to local, regional and national labour market information (LMI)
- Offsite visits making links to careers and enterprise
- Enterprise activities and competitions
- Careers Education within PSHE Curriculum
  - o CV writing, application, networking, and interviewing workshops
- Classroom based work experience – class responsibilities
- School based work experience
- Year 10+ Specific entry level experience of community work experience
- Year 10+ attend organised Careers Fair
- Year 10+ Vocational Profiling exploring pupil aspirations
- Year 10 IAG Meeting
- Employer Visits
- Workplace Visits
- Assemblies celebrate learning and how pupils are developing

**6<sup>th</sup> Form**

- Careers Week (part of National Careers Week)
- External speakers and visitors
- Linking curriculum to the real world
- Referring to local, regional and national labour market information (LMI)
- Offsite visits making links to careers and enterprise
- Enterprise activities and competitions
- Leading School Enterprise Business
- Careers Education within PSHE Curriculum
  - o CV writing, application, networking, and interviewing workshops
- Classroom based work experience – class responsibilities
- School based work experience
- Tailored community-based work experience
- Attend organised Careers Fair
- Vocational Profiling exploring pupil aspirations
- Year 13 IAG Meeting
- Employer Visits
- Workplace Visits
- School Links Programme
- Assemblies celebrate learning and how pupils are developing

**Careers**

**Enterprise**

### Pathway to Adulthood 2: Independent Living Skills

Independent living skills are threaded into the curriculum from early years to 6<sup>th</sup> Form. We pay particular attention to our pupils' development of key life skills. The Federation's aim is for pupils (where possible) to look after themselves and live as safely and as independently as possible in their community, reaching their full potential and making a positive and meaningful contribution to society.

The Learn to Live Federation has developed its own Life Skills Curricular which include areas such as:

- Dealing with problems in daily life/critical thinking
- Self-awareness
- Environmental awareness
- Healthy Living
- Leisure
- Relationships and Sex Education
- Understanding rights and responsibilities
- Public Transport
- Independent Travel Training
- Road safety
- Accessing the community and other services
- Meal preparation and planning

- Cleaning and laundry
- Healthy eating
- House maintenance
- Managing Money
- Personal Hygiene
- Personal safety
- Social Skills
- Self-advocacy and making choices
- Hobbies
- Gardening

*'At each stage of learning and development, we prepare individuals for the new responsibilities, new experiences, new independence and the new risks of the next stage' Ofsted EIF, 2019*

### **Pathway to Adulthood 3: Friendships, Relationships & Community**

To prepare our pupils for adulthood, bespoke and significant links with their communities are essential to equip them for the future. The Federation develops a wider range of community links through a range of planned activities, this enables pupils to grow a supportive network, which they can continue to rely on as they move into adulthood. We want our pupils to belong in their local community and know people beyond those who are family or paid to work with them.

To grow and build good links with the community, the Federation researches and explores community opportunities available, engaging with local community groups and activities to support our pupils and their parent carers to make informed choices, explore interests and hobbies, learn new skills and be valued and respected in those communities.

To be part of a community, whether that is to have one or two trusted adults to meet care needs or to join a community-based group, the Federation equips our pupils with the communication skills they need, to be able to actively contribute. As part of the curriculum, we ensure that our pupils views and opinion are valued and offer communication strategies to ensure that their voice is heard. Every pupil has a communication profile which identified their communication and interaction needs.

Pupils are encouraged to articulate their hopes and dreams about their future in whichever way is appropriate to them. We support pupils to share their views by consulting with parent carers, peers and professionals who will also advocate on their behalf.

Pupils are encouraged to develop friendships both at school and within their local community. Accessing clubs and weekend activities will help establish and develop community links. Support is given around managing and maintaining friendships and this will include pupils understanding how to be safe online i.e. social media.

Within areas of the curriculum for example; PSHE/RSE pupils will develop an understanding of bullying and prejudices and how the community is made up of different groups and where they fit within these groups.

#### **Pathway to Adulthood 4: Health**

*'The provider's wider work support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy'(Ofsted EIF, 2019).*

The Federation supports pupils to have their physical and emotional health needs met and teaches them to meet their own health needs as much as possible, as they grow and develop.

All pupils and their parent carers are supported by teachers and the Nursing Team to access services and professionals in order to best meet their health needs. This includes but is not limited to occupational therapists, wheelchair services, community nurses, consultants, physiotherapists, orthotists and dieticians. Clinics are run from school and the Nursing Team coordinates visits with the support of teachers and other staff trained to support some of the health needs of our pupils.

Every pupil accesses a curriculum which is rich in physical activity according to their strengths and needs such as hydrotherapy, horse riding, PE, Rebound Therapy, all of which is supported by trained members of staff.

PSHE is a core subject at the Learn to Live Federation. Physical and emotional health education is embedded through the curriculum and includes discrete activities around saying 'I am in pain' or 'I feel...' by associating sensations to physical and emotional feelings. Relationships and Sex Education, including learning about puberty, is taught as per a separate policy and according to statutory guidance on 'Relationships education, relationships and sex education (RSE) and health education' (2020). Online safety strategies are embedded and explicitly taught across the school to support pupils' online safety.

Throughout pupils' education, teaching about healthy relationships, sex and changes to our bodies (puberty) is sequentially taught according to prior skills and knowledge. Using their personalised communication strategies, pupils are encouraged to take more and more responsibility for their own health and personal care including arranging dental and optical appointments with the support of teachers, parent carers and other professionals.

At 18 years old, transitions from children to adults' services are supported by teachers, parent carers and other professionals, including the transition from consultant to GP-led care.

## **Planning & Assessment**

\*Refer also to Curriculum Policy\*

The Federation has a rolling curriculum theme programme which incorporates PfA. Theme, Long-Term and Medium-Term Planning also informs curriculum content and delivery. All pupils have personalised and aspirational targets which they work towards in school with the support of parent carers at home. Evidence towards these personalised targets are assessed termly.

Assessment is an integral part of daily curriculum delivery. Teaching staff continuously monitor, assess, celebrate and respond to learning and achievement no matter how small. Recording is carried out on a daily basis, using school wide consistent systems, to identify progress and areas of challenge towards EHCP/PCR outcomes and to inform next steps.

## **Curriculum Impact: Monitoring & Review**

The impact of the curriculum and pupil progress will be continuously reviewed and monitored by all. Progress is tracked through the Home-School Agreement (HSA) target progress, planning reviews, classroom observations and functional and summative assessment, pupil progress meetings and moderation. Feedback is captured from pupils, parent carer, professionals and employers. Ultimately, impact is defined by leavers' positive destinations on to employment, further education and/or training.

The Federation uses the Careers and Enterprise Company Compass Evaluation Tool to record and review progress and areas for improvement against the Gatsby Benchmarks as identified in the Careers & Enterprise Programme.

The Federation uses a range of audit tools to measure the impact of the curriculum.

All of this data is triangulated to ensure that pupils receive the best outcomes to prepare for adulthood. The Careers Leader reports back to the senior leadership team, making any suggestions for area improvement.

## **Useful Resources, Links and References**

[British Association for Support Employment \(BASE\)](#)

[Careers & Enterprise Company](#)

[Community mapping](#)

[Gatsby and The Gatsby Benchmarks](#)

[Mencap statistics for employment](#)

[National Careers Strategy, 2016](#)

[NDTi](#)

[Ofsted Education Inspection Framework, 2019](#)

[Peter Bates explores community groups and inclusion](#)

[RSE and Health Education](#)

[The Same and Different – Putting Forward the case for Early Career Development for Young People with Learning Difficulties in Special Schools-Ensuring Diversity and Inclusion, by Jenny Connick, Founder of Talentino Ltd in conjunction with Brookfields Special School](#)

[The Special Educational Needs and Disability Code of Practice – 0-25 years, 2015](#)

[Post-16 PfA Self-Evaluation](#)

[Schools PfA Self-Evaluation](#)

[Post-16 Transitions Audit Tool](#)