Preparing for Adulthood Outcomes Toolkit
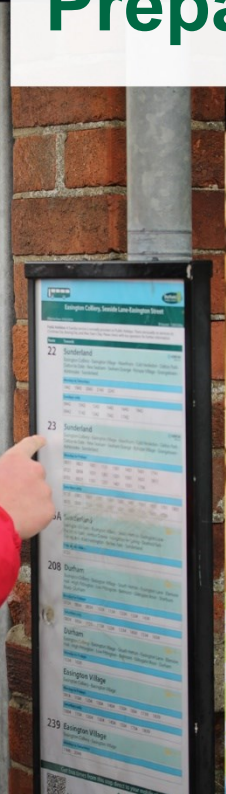
Contents

SEND & Inclusion Service

Durham County Council

Introduction

This Preparing for Adulthood (PfA) outcomes toolkit has been designed in County Durham, based on the document produced by the Department for Education (DfE) to promote consideration of the four PfA pathways (see below) as part of Education, Health and Care (EHC) planning across the age ranges from 0-25.

In County Durham we want to promote best practice in ensuring that preparing for adulthood pathways in EHC plans are considered from early years (nursery) onwards; this focus becomes even more important when young people are in Year 9 and above (Code of Practice 9.68).

Our expectations:

- Planning **must** be centred around the individual and explore the child or young person's aspirations and abilities, what they want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition.

- Children and young people with SEND have the same high aspirations, needs and rights as all young people.

- Ultimately, we want all of our children and young people to live a happy and successful life.

This toolkit includes a brief overview of each of the four PfA pathways as well as some examples of outcomes that could be adapted by young people and educational settings, in order to set realistic and achievable outcomes in EHC plans. It could also be utilised when setting outcomes for children and young people with SEN support plans.

Preparing for Adulthood pathways

- Good health
- Friendships, Relationships & Community
- Independent Living
- Employment.

Durham County Council

PfA Outcomes

'***An outcome is the benefit or difference made to an individual as a result of an intervention***' (Code of Practice 9.66)

We need to ask what achieving an outcome would do for the young person:

- What would it give them?
- Do for them?
- Make possible for them?

PfA outcomes help everyone to:

- Find out what the child/young person's aspirations are and what is important to them now and for the future.
- Support children, young people and their families to plan for life outcomes.

How to use the tool

- Prior to and at review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under any or all of the PfA pathways.
- The possible outcomes in this toolkit are not intended to be a definitive list, but a starting point for discussion.
- The examples are focused on longer/medium term outcomes in an EHC plan, but they could also be adapted for 'steps towards' outcomes if required.
- Outcomes could be chosen and adapted at *any* age or stage of development. For example, indicators that could be associated with earlier childhood milestones may still continue to be important outcome for a young person.
- It should be used as part of an individualised approach to each child/young person, supporting as independent life as possible and transferable to the real world. If you are supporting a young person with a life-limiting condition, this tool can be used to focus on progress in a sensitive way.

  *Please note, some of the outcomes do cross over two or more PfA pathways. These are cross referenced throughout the document. It is also written in the first person.

SEND & Inclusion Service

Durham County Council

Good Health and Wellbeing
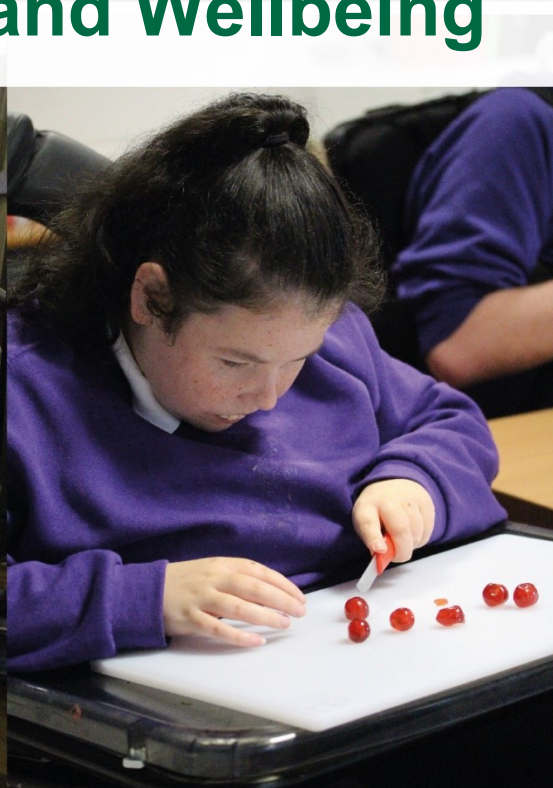
Good Health and Wellbeing

General health /managing health needs
To be able to…

- Recognise the feelings when I am feeling unwell or are in pain
- Know who to tell when I am feeling unwell
- Know about looking after our bodies
- Manage personal hygiene routines
- Know about my health professionals and what they do
- Know where and how to get reliable medical information
- Manage good bedtime routines
- Know when and how to seek emergency medical help e.g. 111/999
- Make and attend appointments (with support/independently)
- Know that health professionals may change as I move into adulthood
- Understand my sensory impairment (VI/HI) and how this affects me
- Get repeat prescriptions for medications (with support/ independently)
- Manage day to day care needs with increasing independence (e.g. use inhaler, manage diabetes)
- Attend an Annual health check with GP
- Get immunisations (with support/independently)

X reference Independent Living
X reference Friendships, Relationships & Community

Diet
To be able to…

- Recognise, name and eat a range of foods with a variety of textures and flavours
- Categorise food e.g. fruit, vegetables, meat etc
- Know where foods come from e.g. plants, animals
- Know the importance of keeping hydrated
- Know the differences between healthy and unhealthy foods
- Know what a balanced diet looks like
- How to make choices for a balanced diet
- Recognise that eating habits are linked to emotional wellbeing
- Recognise health issues linked to diet
- Seek help for diet related issues

X reference Independent Living

Puberty, relationships and sex education
To be able to…

- Build strong supportive peer relationships
- Respect others' opinions, thoughts and feelings
- Learn about ourselves, family and our bodies
- Understand aspects of puberty
- Understand aspects of sex education
- Know about different types of relationships and families
- Know about safe and healthy sexual relationships
- Know about appropriate touching/personal contact
- Manage emotions linked to sexual relationships
- Know about the legal aspects of sex & consent
- Understand what grooming/phishing is

X reference Friendships, Relationships & Community

Smoking, Drugs & Alcohol
To be able to…

- Understand the effects of (drugs/alcohol/ smoking)
- Understand the dangers/risks of using substances
- Know the names of some common illegal drugs
- Know the difference between legal and illegal drugs
- Understand prescription drugs
- Know about the law for drugs/alcohol

X reference Friendships, Relationships & Community

Mental Health and Wellbeing
To be able to…

Emotional awareness:
- Recognise and name emotions
- Link personal emotions to contexts
- Communicate emotions to others
- Understand others' feelings and know and how to respond
- Recognise how things may have an impact (positive or negative) on mental health/emotional well-being
- Manage (with support/independently) own mental health and emotional wellbeing
- Know about different mental health conditions
- Learn what resilience is
- Build up resilience over time
- Use coping strategies (such as…) in difficult situations

Emotional regulation:
- Know when to ask for help and who to contact
- Recognise own emotions and appropriately respond to others
- Use strategies to manage emotions

X reference Life/Employment Skills

X-reference Good Health

Durham
County Council

Physical & Sensory Processing
To be able to…

Physical:
- Have the freedom to mobilise and move around the environment (with aids/equipment/support)
- Understand the importance of maintaining good physical skills (e.g.: strength, stamina, functional abilities, motor skills)
- Use suitable and appropriate aids/equipment/support/ technology safely to maintain an independent lifestyle/access learning and work.
- Be able to access therapies and health services that support with maintaining physical health and well-being such as physiotherapy and occupational therapy
- Access relevant health services to support physical needs (with support/independently)

Sensory processing:
- Recognise sensory input that I find overwhelming or upsetting
- Recognise my own sensory needs and employ suitable strategies to ensure I maintain a calm and alert state for learning
- Engage in sensory activities designed to support their regulation with adult support
- Identify and recognise my own 'triggers' of sensory behaviour
- Establish preferred method of communication with colleagues, friends and family.

Friends, Relationships and the Community

Friends, Relationships and Community

Social Interactions
To be able to…

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

Durham County Council

Legal & Criminal Justice System
To be able to…

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

Accessing Services
To be able to…

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

X-reference Good Health

Durham
County Council

Keeping Safe (Online)
To be able to…

- Recognise I need to be careful when using technology
- Understand that the internet is for playing and learning
- Choose appropriate internet pages and websites
- Manage time online effectively
- Know what personal information is and when this should be shared with others
- Understand what is safe and/or lawful to share publicly
- Know the dos and don'ts of online safety
- Manage security/ personal settings on devices
- Understand and recognise cyber bullying
- Report concerns online
- Know about copyright/legal risks/downloading information
- Understand that not everything on the internet is accurate
- Recognise scams/phishing in phone calls, texts and emails
- Recognise on-line persuasion (e.g. radicalisation/ grooming/catfishing)
- Recognise and understand consequences of online selling (internet/app purchases)

X-reference Good Health

Durham
County Council

Keeping Safe (In the Community)
To be able to…

Personal:
- Recognise safe and appropriate people to talk to in the community
- Understand road safety
- Understand what an emergency is
- Know who and when to call in an emergency
- Know what consent means/how this is linked to the law
- Recognise inappropriate conversations and activities
- Know what inappropriate contact means
- Understand what peer pressure is
- Plan for social time (e.g. sleepover, nights out) with friends
- Recognise risks when out in the community
- Recognise safe and unsafe areas in the community

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

X-reference Good Health

Durham
County Council

Independent Living Skills

Developing Independent Living Skills

Self-Care
To be able to…

- Recognise the need to use the toilet
- Ask to go to the toilet
- Go to the toilet (with support/independently)
- Recognise the need to wash hands
- Know why it is important to wash hands and keep clean
- Recognise the need to and maintain oral hygiene
- Recognise the need to and maintain personal hygiene
- Identify my own clothing
- Dress and undress (with support/independently)
- Recognise changes in their bodies as I grow (e.g. puberty)
- Look after myself during times of change e.g. monthly periods for girls, having access to sanitary products
- Take care of myself safely (e.g. shaving, bathing) and with the correct frequency
- Manage and maintain personal specialist equipment each day (e.g. hearing aids, screen readers)

X-reference Good Health Use appropriate strategies to resolve conflicts

SEND & Inclusion Service

Durham
County Council

Managing My Money
To be able to…

- Recognise the value of coins and notes.
- Understand/use the language needed to pay for an item at the shop e.g. altogether, total, change with an adult (role play)
- Seek support to complete shopping successfully (sighted guide)
- Know what a budget means
- Recognise what is affordable in a shop (would I have enough money to pay for the items?)
- Use a range of ways to pay for goods and services
- Use self-service checkouts
- Understand current/savings bank accounts
- Know how to use a debit card
- Understand the different aspects of a pay slip
- Understand the consequences of using and paying for credit and loans.
- Manage income and or benefits (e.g. Personal Independence Payments)
- Understand and manage bills and correspondence (e.g. Council Tax, Utilities etc).

In the Home
To be able to…

- Understand and follow kitchen safety & hygiene rules
- Recognise what is safe and unsafe food to eat
- Follow instructions and use different ways to safely prepare a basic meal (e.g. sandwich)
- Plan & prepare a range of nutritious meals (with support/independently)
- Understand and use correct measurements in the home (e.g. cooking times/weighing ingredients/measuring carpets)
- Understand what alerting devices (e.g. visual/vibrating smoke alarm, doorbell alerts) are and know how to respond safely.
- Know what to do in case of emergency (fire exits, evacuation plan, first aid etc)
- Understand what I will need for an overnight stay/holiday etc
- Plan for the week/month ahead (e.g. when a bill is due/bins are collected etc)

X-reference Good Health
X reference Life/Employment Skills (Numeracy)
X-reference Good Health Use appropriate strategies to resolve conflicts

Living Arrangements (X-ref with Budgeting)
To be able to…

- Understand rent/mortgage payments
- Know about different types of living arrangements (e.g. Housing Association, Private Landlord, Supported Living)
- Understand the legal implications of a rental agreement (e.g. rent arrears etc)

X-reference Friendships, Relationships and Community
X reference Life/Employment Skills (Numeracy)

Life/Employment Skills

Life/Employment Skills (including Access to Employment)

Practical Literacy
To be able to…

Reading:
- Recognise signs or symbols
- Recognise/read own name
- Use (a variety of/specific) strategies to read (e.g. Phonics, Sight Reading, tactile/braille)
- Find information in text
- Understand the purpose of different types of texts (e.g. persuasive text)
- Use assistive technology to read texts (Text to speech app, screen reader and magnifications, accessibility)

Writing:
- Make marks
- Form shapes/letters
- Write or type name/simple words
- Write braille
- Spell simple words
- Spell high frequency words
- Write in clear sentences
- Use simple punctuation in writing
- Use a variety of sentences
- Write for a purpose (e.g. to inform someone)
- Write for a (specific) audience
- Order text
- Sequence thoughts and ideas in writing
- Plan and revise written texts
- Write clearly/Use assistive technology to create texts

Durham
County Council

- Use a keyboard
- Save and print work
- Use settings to make it easier to use equipment (accessibility, speech to text, dictate)
- Use a range of specialist/everyday technology effectively

As young people get older:
- Apply how Literacy & English are linked to different jobs (e.g. Hair & Beauty, Retail, Engineering)
- As key milestones in Literacy are reached, these should be linked directly to the building of a YP Vocational Profile.

X reference Independent Living

Practical Numeracy
To be able to…

- Demonstrate knowledge of numeracy terms (e.g. smaller, longer, heavier)
- Use everyday (or specialist) language in numeracy tasks
- Have a basic/good working knowledge of practical numeracy (e.g. time, money, measurement)
- Use different (or specific) methods (e.g. +, -) to find answers
- Work out/solve problems using different ways and/or practical equipment
- Understand visual data (e.g. tables/graphs)

As young people get older:
- Apply how Numeracy & Maths are linked to different jobs (e.g. Hair & Beauty, Retail, Engineering)
- As key milestones in Numeracy are reached, these should be linked directly to the building of a YP Personal (Vocational) profile.

X reference Independent Living

Learning Skills
To be able to…

Attention & Concentration:
- Pay attention to what is happening around them
- Maintain focus on one chosen activity
- Stop and switch attention

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

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

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

X-reference Good Health
X reference Independent Living

Practical Communication
To be able to…

Speech:
- To make and say sounds
- Use assistive technology
- Say words clearly (e.g. in sentences)
- Speak fluently
- Speak with expression

Receptive language:
(the ability to understand and comprehend spoken language that I hear or read).
- Understand meaning from verbal, written or visual sources (e.g. speech, sign language, instructions, stories)
- Listen to others
- Watch others for signed information
- Process and identify key information through auditory methods
- Understand technical terms in speech

Expressive language:
 (how I use words to express myself)
- Initiate an interaction
- Use gestures/sign/words to express meaning to the listener
- Respond to questions/others in the right way
- Use social language (e.g. greetings, chat, talk/sign on topics of interest)
- Use practical language questions (e.g. Can I have a drink?)
- Use formal/informal language in the right way (e.g. with friends/at work)
- Use specialist language in the right context (e.g. in the workplace)
- Express myself clearly so others can understand my point of view
- Maintain a current topic of conversation
- Take turns in conversation

- Articulate ideas
- Use talk/sign to organise, sequence and clarify thinking
- Use technology (e.g. mobile phone) to communicate

Hearing Impairment specific:
- Use a preferred method of communication with colleagues/friends/ family

X reference Friendships, Relationships & Community

Managing Transitions
To be able to…

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

Managing emotions in new contexts:
- Understand and control emotions in a new environment
- Communicate my worries and hopes
- Express feelings and emotions in a new environment
- Ask for help
- Anticipate ad deal with unexpected situations

X-reference Good Health
X reference Independent Living

Durham County Council

Pathways to Employment
To be able to…

Career & Self development
- Understand the difference between personal skills and qualities
- Explore the personal skills and qualities that are relevant to working life
- Learn about the world of work (e.g. from visits, role play, talks, projects) and show an interest in types of jobs
- Create a Personal/Vocational Profile that is transferable across education and beyond
- Talk to others about my skills and interests
- Know what is needed to be successful at work
- Describe the skills and qualities I possess that employers value
- Recognise my transferable skills and qualities for work (such as Communication, IT, Maths, Teamwork etc)
- Explore options to further develop skills for working life
- Set SMART goals and work towards them
- Have high aspirations for my future and the belief that I have the skills required for employment

Career exploration
- Access advice and support to help me make informed choices about further learning and opportunities
- Access information about career paths and the labour market to inform own decisions on study options
- Choose subjects, courses and experiences to help me in a career
- Understand how different subjects (such as STEM, English etc) help you to gain entry to a wide range of careers
- Understand specialist routes of employment (e.g. Supported Internships, Traineeships, Apprenticeships & Supported Employment)
- Recognise who to go to in school/college to ask for information, advice and guidance
- Identify resources to complete independent research (e.g. websites, blogs) to find out more about future opportunities (careers, university, training)
- Find and apply for opportunities that match my interests, strengths and skills
- Use online resources and tools to find out about employment in my local community
- Recognise that there are different ways to get a job
- Understand/explain the benefits of employment and working life
- Practice completing application forms (e.g. for voluntary work, university, job)

Durham County Council

- Prepare for/undertake a mock interview with a familiar and/or unfamiliar adult

Moving closer to work
- Understand different job sectors within their local area
- Understand and explain my own support needs and how these will translate in the workplace
- Attend work visits, work experience or complete work shadowing.
- Understand/explain the difference between employment, self-employment and social enterprise
- Participate in group activities with business ambassadors and explain business ideas
- Explore different jobs in my community and identify some of the skills needed for these
- Achieve (a number of) Functional Skills/GCSEs etc to get on to a (specific) programme
- Achieve an [identified] Level (1/2/3) qualification in (e.g. Hairdressing, Plumbing etc)

Career management
- Contribute to own career action plan and update Vocational Profile
- Complete (with or without support) a CV/application form
- Identify/join in with the world of social enterprise
- Identify/join volunteering experiences in the community
- Identify appropriate university courses and complete UCAS application
- Identify/apply for training opportunities (e.g. Supported Internships, Traineeships, Apprenticeships and Supported Employment)
- Identify and apply for jobs that interest me

X reference Friendships, Relationships & Community
X reference Independent Living

Acknowledgements
A huge thanks to all of the young people, parents/carers, schools & educational settings and Local Authority staff who have contributed to this Toolkit.

SEND & Inclusion Service

Durham County Council