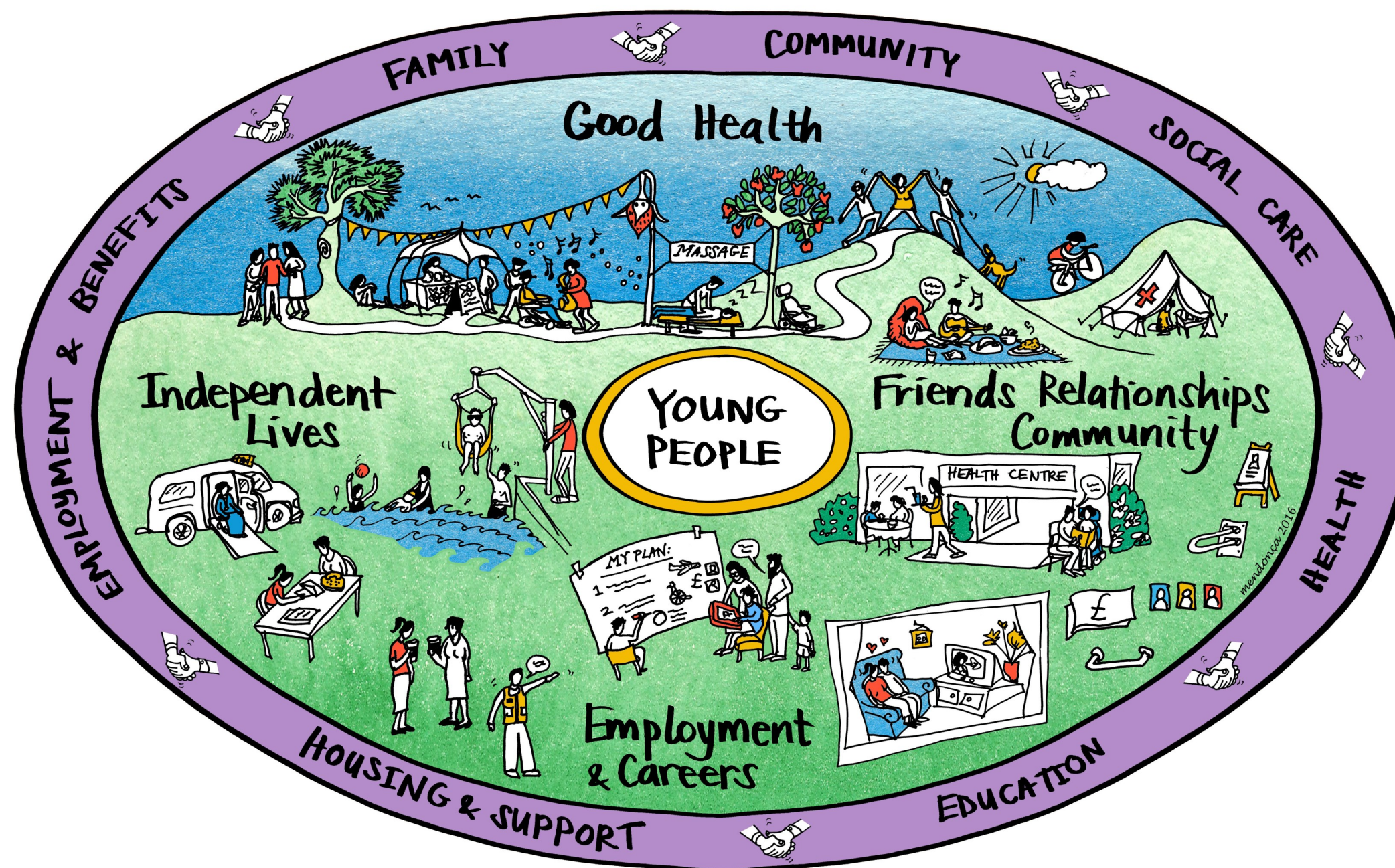


This supportive tool has been designed by the Department for Education (DfE) to promote consideration of the four PfA outcomes as part of EHC planning across the age range.

This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development.



It is not intended to be a definitive list but is a starting point and we encourage feedback from colleagues testing out the tool in practice so that DfE can continue to develop it in the future. Please get in touch at:

info@preparingforadulthood.org.uk.

Things to remember when using the tool:

- The outcomes will need to be personalised and focused on the young person's aspirations, supporting as independent a life as possible;
- Children develop at different rates. For some young people indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones;
- At review meetings the tool can be used to support development of imaginative yet achievable ways to support progress under each outcome;
- This tool should be used as part of a personalised approach and can therefore be used as a starting point to develop EHC plans across a wide range of need. If you are supporting a young person with a life-limiting condition this tool can be used to focus on progress in a sensitive and personalised way;
- Use creative approaches to embed activities in the curriculum and in everyday activities outside of the classroom;
- Raise aspirations and expectations and encourage thinking about what the future might look like for children from an early age;
- Promote a focus on outcomes that are transferable to the real world;
- Local authorities should make sure they focus on the PfA outcomes in EHC plan reviews and make sure related information is covered in the local offer.

Practical ways to build the PfA outcomes into the Local Offer, Education, Health and Care Plans, Care and Support plans (18+) and curriculum design for all students with SEND

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Early Years (age 0-4)	Adapting to new environments	Feeding and drinking	Making friends	Checks at births (hearing etc)
	Playing with other children	Toileting	Social interaction	Diet and food variety
	Following instructions consider any specifics around sensory impairments	Getting dressed	Visits / day trips	Immunisations
	Real world play (builder/nurse/doctor)	Making Choices		2 year old development check
		Real world play (kitchens/DIY/cleaning)		
Provision (Universal and Targeted)	Speech and language therapy (SLT), occupational therapy (OT), physiotherapy, health visitor, parent carers, portage, community nurse, educational psychologist, Community/disability groups, toddler groups, GPs/paediatricians, social workers/short break care, early years professionals, use of personal budgets as appropriate.			
Primary (age 5-7) Reception—Y2 Key Stage 1	'What do you want to be when you grow up?'	Washing/brushing teeth	Team playing	Child obesity checks
	Meeting role models	Telling the time	Developing friendships/friendship groups	Diet - making choices
	Real world visits (fire stations, farms etc.)	Paying in shops (supervised)	After school clubs	Dentist school visit
	Numeracy		Weekend activities	Immunisations
				Physical exercise
Provision	SLT, OT, physiotherapy, parents, community nurse, educational psychologist, community/disabled groups, GPs/paediatricians, social workers/respice care, use of personal budgets as appropriate, teachers / TAs / support staff, school nurse, dentist, organised clubs e.g. Brownies / Cubs (universal services)			
Primary (age 8-11) Y3-Y6 Key Stage 2	Talk about different careers and higher education options	Understanding money – paying for snacks in school	Youth and after-school clubs	Managing minor health needs e.g. asthma
	Access to career related role models	Sleep-overs and residential trips	Learning to be safe on and offline	Starting puberty
	Start to build a personal vocational profile of interests and ambitions	Cooking at school and home	Knowing the local area	Immunisations (BCG)
	School sessions from visitors on their careers	Shopping	Walking short distances alone	Obesity check
		Moving around the school independently	Friendships	Articulating pain / health problems
		Travel training	Understanding bullying	
		Transport and road signs	Managing change	
Provision	As above plus: Friends/peers, careers advisers, CAMHS			

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Secondary (age 12-14) Y7-Y9 Key Stage 3	Subject option choices - thinking about university and college, picking the right subjects for future career goals Exploring different career options Understanding requirements for HE Structured careers advisory sessions Planning for employment: - what qualifications do you need - what study programme should you be on - what work experience would be most helpful Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed	Travel training Making decisions about what to spend money on Making own food Socialising unsupervised in the local community Independent living skills	Making decisions about how to spend free time Managing social media and other technology Online gaming and staying safe Belonging to different groups Friendships and relationships Understanding the bigger picture and building resilience	Sex education Immunisation - tetanus Managing more complex health needs Understanding what the GP can help you with Annual health check with GP if registered Learning Disability Mental health and wellbeing Drug and alcohol education Switching technology off and getting a good night's sleep
Secondary (age 15-16) Y10-Y11 Key Stage 4	GCSEs/NVQs/Entry level qualifications Vocational options Continue to build personal/vocational profile - use in careers sessions After school/Saturday jobs/part-time employment Understanding supported employment options e.g. access to work Transition to new settings Starting micro-enterprises			
Provision	As above plus: Personal assistants, Employers, Social Care, Travel trainers			

Age/Stage of Development	Employment/HE	Independent Living	Community Participation	Good Health
Post-16 (age 16-19) In schools and post-16 providers	Build on strengths and interests highlighted in personal/vocational profile	Managing bills (e.g. mobile phone)	Developing new friendships	Taking responsibility for dental and optical appointments
	Apprenticeships	Managing potential income including Personal Independence Payments	Personal budgets how could they be spent post-16 to further PfA aspirations	Managing own health
	Supported internships	Residential and local learning options	Managing your time	Transition to adult health services
	Traineeships	Mental capacity - supported decision making	Being safe on the streets	Knowing when you need to see the GP
	Further work on academic and vocational qualifications	Understanding consent and best interest	Understanding alcohol and drugs	Staying physically active and healthy
	A-levels and planning for university including sharing EHC plan with disabled students allowance study needs assessor	Life skills	Volunteering	Understanding relationships, including: - sexual relationships - choice and consent - safety and - good health
	CV writing	Managing your time	Understanding the criminal justice system	
	Skills in applying for jobs or higher education	Transition to adult care	Knowing where to go for help and how to use the emergency services	
	Interviewing	Being safe in your home		
	Understanding support from the LA, e.g. do they have a supported employment service?	Understanding different types of living arrangements - what arrangements are positive and possible for each YP		
Post-19 (age 19-25)		Actively planning for future living arrangements with family, LA etc.		
	Consolidate or finish learning	Arranging potential independent/supported living options	Accessing adult social care post-18	Managing health appointments
	Taking part in adult education/community learning	Planning other living arrangements	Maintaining friendships outside of an education setting	
	Completing outcomes in EHC plan	Understanding correspondence/bills		
	Voluntary work	Continuing to develop independent living skills as part of a study programme		
	Knowing how to access support from Job Centre post-education			
	Paid work or higher education			
Provision	Understanding benefits			
	As above plus: Personal assistants, Employers, Social Care, Travel trainers			