Preparation for Adulthood Outcomes Framework

Purpose of the Framework

This framework is designed to support consistent outcome-setting across education, health and care, with a focus on progression towards adulthood. Outcomes should be personalised and aspirational, with children and young people actively involved in identifying what is important to them.

How to Use This Framework

This framework is organised around the four Preparation for Adulthood pathways:

- Education, Training and Employment
- Independent Living
- Community Inclusion
- Health and Wellbeing

While presented within separate pathways, Preparation for Adulthood is holistic in nature, and many outcomes will contribute to progress across more than one pathway.

Outcomes are organised across three stages:

- Emerging
- Developing
- Achieving Independence

These stages support a graduated approach to outcome setting, recognising that children and young people progress at different rates and from different starting points.

Stage	Description
Emerging	Beginning to develop awareness, participate with support and explore new skills and experiences.
Developing	Increasing confidence, consistency and independence across a range of situations.
Achieving Independence	Demonstrating skills, knowledge and confidence with reduced support and applying them in everyday life.

Core Preparation for Adulthood Outcomes

Some outcomes are relevant across all areas of Preparation for Adulthood and provide the foundation for successful adult life:

- Understanding and communicating aspirations.
- Making informed choices and decisions.
- Building resilience and problem-solving skills.
- Developing confidence and self-esteem.
- Understanding rights, entitlements and responsibilities.
- Self-advocacy and participation in decision making.
- Developing independence and ownership of future plans.

These outcomes support self-determination, independence and participation and should be considered alongside pathway-specific outcomes.

Person-Centred Outcome Setting

All outcomes should:

- Reflect the young person's strengths, needs and aspirations.
- Be developed in partnership with the young person and their family.
- Focus on meaningful outcomes rather than service provision.
- Build on what is working well.
- Support increasing independence and preparation for adult life.

The core Preparation for Adulthood outcomes should be considered alongside outcomes within each pathway. In practice, many pathway-specific outcomes will also support the development of these wider skills and attributes, helping young people build the confidence, independence and self-determination needed for adult life.

Preparation for Adulthood Pathways

The framework is organised around the four Preparation for Adulthood pathways. Each pathway includes outcomes organised by stages of independence, together with age-related examples to support planning discussions.

The outcomes provide a progression framework that can be used across a young person's journey to adulthood. The examples illustrate how these outcomes may be reflected at different stages of development, recognising that progression will vary according to individual strengths, needs and aspirations.

This framework should be used to support strengths-based, person-centred conversations about the future. Outcomes should remain focused on what matters most to the young person and should be reviewed regularly to reflect progress, changing aspirations and evolving support needs

Education, Training and Employment

Area	Emerging	Developing	Achieving Independence
Aspirations and Future Planning	Identifies likes, dislikes and interests.	Explores future options and begins setting goals.	Has clear aspirations and contributes to planning their future pathway.
Understanding Strengths	Recognises personal strengths and areas requiring support.	Can describe skills and interests and how these relate to future opportunities.	Confidently articulates strengths and support needs to others.
Employability Skills	Participates in tasks requiring attention, organisation and teamwork.	Demonstrates transferable skills in a range of settings.	Applies employability skills independently in education, training, volunteering or employment contexts.
Careers and Labour Market Awareness	Is introduced to different jobs and roles.	Explores a range of career pathways and opportunities.	Makes informed decisions based on interests, strengths and available opportunities.
Work-Related Learning	Participates in enterprise or workplace-related activities.	Engages in work experience, volunteering or vocational opportunities.	Independently accesses and reflects upon workplace experiences.
Self-Advocacy in Education and Employment	Contributes views when supported.	Expresses preferences and support needs.	Advocates effectively for support and reasonable adjustments.

Ages 5-11 (Early Preparation)

- Identifies interests, strengths and preferred activities.
- Talks about occupations and future aspirations.
- Participates in classroom responsibilities.
- Develops communication, teamwork and problem-solving skills.
- Understands that people have different jobs and roles in society.

Outcome	What Progress Might Look Like
Identifies interests and strengths	Can name at least 3 interests or activities they enjoy; contributes to discussions about what they are good at.
Develops awareness of jobs and careers	Can describe at least 5 different occupations and identify how people contribute to the community.
Participates in group activities	Works collaboratively with peers in at least 3 different curriculum or enrichment activities each year.
Takes on responsibilities	Completes agreed classroom or school responsibilities consistently.

Ages 11-14 (Exploration)

- Explores a wider range of careers and pathways.
- Recognises personal strengths and support needs.
- Begins linking interests to future opportunities.
- Develops confidence in expressing views and aspirations.
- Participates in enterprise and workplace-related activities.

Outcome	What Progress Might Look Like
Explores future aspirations	Can describe at least 2 future aspirations and the reasons for these choices.
Identifies strengths and support needs	Contributes to a one-page profile or similar person-centred document.
Develops employability skills	Demonstrates teamwork, communication and problem-solving skills across school activities.
Engages in careers learning	Participates in careers-related events, employer encounters or enterprise activities.

Ages 14-16 (Planning and Preparation)

- Contributes to PfA discussions and annual reviews.
- Understands post-16 options and progression routes.
- Develops employability skills through practical experiences.
- Completes vocational profiling and action planning.
- Participates in work-related learning opportunities.

Outcome	What Progress Might Look Like
Contributes to future planning	Participates in annual review discussions and contributes views, wishes and aspirations.
Understands post-16 options	Can describe available post-16 pathways and identify preferred options.
Completes vocational profiling	Has an up-to-date vocational profile identifying strengths, interests and support needs.
Participates in work-related learning	Completes agreed work-related learning or employer engagement opportunities.

Ages 16-19 (Implementation and Transition)

- Accesses work experience, volunteering or supported employment opportunities.
- Makes informed choices about education, training or employment.
- Understands workplace expectations and reasonable adjustments.
- Develops independent travel and workplace readiness skills.
- Plans next steps towards employment or further education.

Outcome	What Progress Might Look Like
Develops workplace readiness	Meets agreed work placement or training expectations.
Makes informed decisions about next steps	Has a clear progression plan for employment, education or training.
Develops self-advocacy skills	Can explain support needs and request reasonable adjustments when required.
Accesses work-based experiences	Participates in work experience, volunteering, supported internships or employment activities.

Ages 19-25 (Achievement and Sustaining Outcomes)

- Engages in employment, apprenticeships, supported internships or further learning.
- Maintains participation in education, employment or training.
- Advocates for support needs in workplace and educational settings.
- Develops long-term career goals and progression plans.

Outcome	What Progress Might Look Like
Sustains participation in employment, education or training	Maintains engagement in agreed pathway for a sustained period.
Advocates effectively	Independently communicates support needs with employers or providers.
Develops career progression	Reviews and updates career goals annually.

Independent Living

Area	Emerging	Developing	Achieving Independence
Decision Making	Makes simple choices.	Considers options and consequences with support.	Makes informed decisions and accepts responsibility for choices.
Personal Organisation	Follows routines with support.	Uses reminders and strategies to organise tasks.	Manages personal organisation independently.
Daily Living Skills	Participates in everyday activities.	Develops practical skills for home and community life.	Carries out age-appropriate daily living tasks independently.
Financial Awareness	Understands the concept of money.	Manages simple budgeting and spending decisions.	Uses money confidently and understands financial responsibilities.
Travel and Mobility	Develops awareness of the local environment.	Builds confidence using transport and navigating familiar routes.	Travels safely and independently where appropriate.
Preparing for Adult Services	Develops awareness of increasing independence.	Understands changes that occur during transition to adulthood.	Actively participates in planning and accessing adult services.

Ages 5-11 (Early Preparation)

- Makes choices during everyday activities.
- Follows routines and develops self-care skills.
- Begins understanding personal safety.
- Participates in household and school responsibilities.

Outcome	What Progress Might Look Like
Makes choices	Makes choices independently during daily routines.
Develops self-care skills	Completes age-appropriate self-care tasks with increasing independence.
Understands personal safety	Can identify trusted adults and basic safety rules.

Ages 11-14 (Exploration)

- Develops decision-making skills.
- Takes increasing responsibility for belongings and organisation.
- Learns about money and spending choices.
- Understands basic safety in the community.

Outcome	What Progress Might Look Like
Develops decision-making skills	Can explain choices made and possible consequences.
Increases personal responsibility	Organises personal belongings and equipment consistently.
Develops financial awareness	Understands coin and note values and can make simple purchasing decisions.

Ages 14-16 (Planning and Preparation)

- Develops practical daily living skills.
- Understands budgeting and financial decision-making.
- Contributes to planning for future independence.
- Builds confidence in navigating community environments.

Outcome	What Progress Might Look Like
Builds daily living skills	Demonstrates increasing independence in practical life skills.
Understands financial management	Can develop and follow a simple budget.
Plans for future independence	Identifies personal goals relating to adult living.

Ages 16-19 (Implementation and Transition)

- Uses community resources independently where appropriate.
- Develops travel independence.
- Manages aspects of personal finances.
- Understands housing and support options for adulthood.

Outcome	What Progress Might Look Like
Uses community resources	Accesses local facilities with reduced support.
Develops travel independence	Successfully completes agreed travel training outcomes.
Manages aspects of daily living	Takes responsibility for agreed routines and tasks.

Ages 19-25 (Achievement and Sustaining Outcomes)

- Maintains independent living skills.
- Manages finances, appointments and routines.
- Accesses adult services and community support where required.
- Makes informed decisions about housing, employment and lifestyle.

Outcome	What Progress Might Look Like
Maintains independent living skills	Demonstrates independence across agreed areas of daily living.
Manages appointments and routines	Attends appointments and manages schedules with minimal support.
Makes informed housing and lifestyle choices	Participates actively in decisions regarding accommodation and support.

Community Inclusion

Area	Emerging	Developing	Achieving Independence
Social Interaction	Engages in shared activities with support.	Develops positive interactions with peers and adults.	Builds and maintains positive relationships.
Friendships	Participates in opportunities to form friendships.	Understands qualities of positive friendships.	Maintains meaningful friendships and social networks.
Communication and Self-Expression	Communicates preferences and views.	Expresses feelings, opinions and needs appropriately.	Communicates confidently across different contexts.
Community Participation	Accesses community activities with support.	Participates in groups, clubs or activities of interest.	Engages independently in community life where appropriate.
Rights, Responsibilities and Citizenship	Begins to understand rights and responsibilities.	Demonstrates understanding of personal rights and respect for others.	Actively contributes to their community and exercises their rights.
Relationships and Safety	Learns about appropriate relationships and boundaries.	Recognises safe and unsafe situations.	Applies knowledge to maintain healthy and safe relationships.

Ages 5-11 (Early Preparation)

- Participates in group activities.
- Develops friendships.
- Learns turn-taking, sharing and cooperation.
- Identifies trusted adults.

Outcome	What Progress Might Look Like
Develops friendships	Regularly participates in social activities with peers.
Learns social skills	Demonstrates turn-taking, sharing and cooperation.
Communicates needs and feelings	Uses preferred communication methods to express views.

Ages 11-14 (Exploration)

- Builds positive peer relationships.
- Understands diversity and inclusion.
- Participates in clubs and community activities.
- Learns about personal boundaries and respect.

Outcome	What Progress Might Look Like
Builds positive relationships	Maintains positive peer relationships across different settings.
Participates in community activities	Attends clubs, groups or enrichment activities.
Understands personal boundaries	Demonstrates understanding of consent, privacy and respect.

Ages 14-16 (Planning and Preparation)

- Develops skills for maintaining friendships.
- Understands healthy relationships.
- Participates in community activities and volunteering.
- Develops self-advocacy skills.

Outcome	What Progress Might Look Like
Maintains friendships	Identifies and participates in meaningful social opportunities.
Understands healthy relationships	Can identify characteristics of healthy and unhealthy relationships.
Develops self-advocacy	Expresses opinions and preferences during planning discussions.

Ages 16-19 (Implementation and Transition)

- Maintains social networks beyond school/education.
- Accesses community opportunities independently.
- Understands rights, responsibilities and citizenship.
- Builds confidence in self-representation.

Outcome	What Progress Might Look Like
Maintains wider social networks	Participates in social opportunities beyond school or college.
Accesses community opportunities	Attends activities independently where appropriate.
Understands rights and responsibilities	Demonstrates understanding of citizenship and community participation.

Ages 19-25 (Achievement and Sustaining Outcomes)

- Sustains meaningful relationships and friendships.
- Participates as an active member of the community.
- Accesses leisure, recreational and volunteering opportunities.
- Exercises choice and control in community participation.

Outcome	What Progress Might Look Like
Sustains relationships	Maintains friendships and support networks important to them.
Participates in community life	Engages regularly in community, leisure or volunteering activities.
Exercises choice and control	Makes informed decisions about participation and relationships.

Health and Wellbeing

Area	Emerging	Developing	Achieving Independence
Healthy Living	Participates in activities that promote wellbeing.	Understands the benefits of healthy lifestyle choices.	Makes informed decisions about maintaining health and wellbeing.
Emotional Wellbeing	Identifies basic emotions and feelings.	Uses strategies to manage emotions and seek support.	Independently uses strategies to maintain emotional wellbeing.
Physical Health	Participates in physical activity.	Understands the importance of exercise, sleep and nutrition.	Takes increasing responsibility for personal health needs.
Healthcare Management	Becomes familiar with health professionals and appointments.	Participates in discussions about health needs.	Understands and manages health appointments and treatments where appropriate.
Keeping Safe	Develops awareness of risks and safety concerns.	Identifies risks and knows how to seek help.	Assesses risks and takes appropriate actions to stay safe.
Transition to Adult Health Services	Is introduced to future health support arrangements.	Understands changes in service provision.	Participates confidently in transition planning and adult healthcare arrangements.

Ages 5-11 (Early Preparation)

- Develops awareness of healthy eating, exercise and wellbeing.
- Identifies feelings and emotions.
- Learns who can help when worried or unwell.
- Participates in healthy lifestyle activities.

Outcome	What Progress Might Look Like
Understands healthy lifestyles	Participates in physical activity and healthy living activities.
Recognises emotions	Can identify and communicate basic feelings.
Knows how to seek help	Can identify trusted adults and support systems.

Ages 11-14 (Exploration)

- Understands factors affecting physical and emotional wellbeing.
- Begins developing personal strategies for emotional regulation.
- Participates in discussions about health needs.
- Understands basic personal safety and risk.

Outcome	What Progress Might Look Like
Develops emotional wellbeing strategies	Uses agreed strategies to regulate emotions.
Understands health needs	Participates in discussions about health and wellbeing.
Maintains healthy habits	Demonstrates understanding of healthy eating, sleep and exercise.

Ages 14-16 (Planning and Preparation)

- Takes increasing responsibility for health and wellbeing.
- Understands how lifestyle choices affect health.
- Learns about accessing health services.
- Develops emotional resilience and coping strategies.

Outcome	What Progress Might Look Like
Takes responsibility for wellbeing	Identifies strategies that support their mental and physical health.
Accesses support when needed	Seeks appropriate help independently or with reduced prompting.
Understands health services	Knows when and how to access different health professionals.

Ages 16-19 (Implementation and Transition)

- Attends and contributes to healthcare appointments where appropriate.
- Understands medication and treatment needs.
- Participates in planning transitions to adult health services.
- Develops strategies to maintain positive wellbeing.

Outcome	What Progress Might Look Like
Participates in healthcare planning	Contributes to healthcare discussions and appointments.
Prepares for adult health services	Has a documented transition plan where required.
Maintains healthy routines	Independently follows agreed health and wellbeing arrangements.

Ages 19-25 (Achievement and Sustaining Outcomes)

- Manages health needs independently where appropriate.
- Accesses adult healthcare services confidently.
- Makes informed choices about physical and mental wellbeing.
- Maintains healthy lifestyles and support networks.

Outcome	What Progress Might Look Like
Manages health needs	Attends appointments and manages treatments with appropriate support.
Accesses adult services	Engages effectively with adult healthcare providers.
Maintains wellbeing	Demonstrates sustained strategies for maintaining physical and emotional health.