Preparation for Adulthood (PfA) Provision Map/Graduated Response Secondary Example

This Preparation for Adulthood Provision Map outlines the graduated support available to secondary-aged pupils as they prepare for adult life. It is designed to help schools identify, plan and deliver appropriate support across universal, targeted and specialist levels, ensuring that all young people can develop the skills, knowledge and confidence needed for adulthood.

How to Use this Provision Map

This example provision map is intended to support schools in evaluating and developing their Preparation for Adulthood (PfA) offer across the four PfA pathways. It is not intended to be an exhaustive list of provision or a checklist to be completed. Instead, schools should use it as a framework to identify existing strengths, highlight potential gaps and support strategic planning across the four PfA pathways. The examples provided can be adapted to reflect the needs, aspirations and circumstances of individual young people and the local context of each school.

Schools can use the provision map to:

- Review existing PfA provision.
- Identify strengths and gaps within their current offer.
- Plan provision at universal, targeted and specialist levels.
- Support outcome setting and annual review discussions.
- Inform school development planning and SEND improvement priorities.

Preparation for Adulthood should be embedded across the whole curriculum and wider school life, rather than delivered through standalone activities alone.

The Graduated Approach

Effective Preparation for Adulthood requires a graduated approach that enables all young people to access opportunities whilst ensuring that additional support is available where needed. Provision should be responsive to individual strengths, needs and aspirations, and young people may access support from more than one level of the graduated response at the same time. Progress should be reviewed regularly to ensure support remains appropriate and outcomes remain meaningful and ambitious.

Universal Provision

This is the standard offer that every student receives, where the needs of all learners are considered. Teachers use adaptive teaching strategies, providing accessible and challenging tasks to ensure that all students are engaged and learning effectively.

Targeted Provision (including targeted plus)

This is for students who need additional support alongside the universal offer. These students may require more specific, short-term interventions to help them overcome specific challenges to support them to prepare for adulthood. These interventions may be delivered in small groups or on a one-to-one basis. Targeted support is designed to support additional needs that are not met in the universal offer.

Specialist Provision

This is for students who have more complex needs that cannot be fully supported through the universal or targeted offer. This level of support may include external specialists and/or may include a specific personalised programme to address PfA outcomes that are specified in an Education, Health and Care Plan (EHCP).

Young people may access provision from more than one level of the graduated response at the same time. Support should be responsive to individual need and reviewed regularly. Many young people will succeed with universal provision alone, whilst others may require targeted interventions or specialist support for specific Preparation for Adulthood outcomes.

Preparation for Adulthood Across the Four Pathways

Preparation for Adulthood is organised around four interrelated pathways:

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

Young people will often work towards outcomes across several pathways simultaneously. Schools should consider how provision in one pathway supports progress in others.

Whilst this provision map is organised around the four Preparing for Adulthood pathways, schools should recognise that self-advocacy, person-centred planning and decision-making are fundamental skills that underpin successful preparation for adulthood. As such, a separate section has also been included to highlight provision that supports young people to develop confidence, express their views, make informed choices and take increasing ownership of their future aspirations and plans.

Useful Resources

The resources included throughout this document are intended to support schools in developing provision, delivering interventions, setting outcomes and reviewing progress. They provide practical guidance, activities, planning tools and examples of effective practice. Schools should select resources that are appropriate to the needs, aspirations and developmental stage of individual young people. These resources should also be used alongside the wider resources available within Derbyshire's Transitions Toolkit.

Pathway: Education, Training and Employment

Employment, further education and lifelong learning are key aspects of successful adulthood. Schools play a crucial role in helping young people to develop aspirations, understand future opportunities and build the skills required for further education, training and employment. Provision should begin early and be embedded throughout the curriculum and wider school experience.

Universal Provision	Subject option guidance linked to future aspirations and career pathways. Careers education embedded within the curriculum and wider school experience. Access to impartial careers advice and guidance in line with the Gatsby Benchmarks. Exploration of different careers, education and training pathways. Understanding post-16, post-18 and higher education opportunities, including apprenticeships and traineeships. Careers events, employer encounters and workplace visits. Enterprise, entrepreneurship and micro-enterprise opportunities. Labour market information and awareness of local employment opportunities. Employability skills development, including CV writing, applications, interview skills and workplace expectations. Work experience and workplace taster opportunities. Volunteering, part-time employment and community-based work-related learning. Access to a range of academic, vocational and accredited qualifications. Development and regular review of personal and vocational profiles. Transition planning to support progression into further education, training or employment.

Targeted Provision	Purposeful transition and careers planning from Year 9 onwards. Additional careers guidance tailored to individual strengths, interests and aspirations. Support to develop and maintain a vocational profile. Small group employability programmes focused on workplace skills and confidence. Supported work experience placements and workplace visits. Employer mentoring and workplace preparation activities. Preparation for recruitment processes, including applications and interviews. Support to identify workplace strengths, support needs and reasonable adjustments. Awareness of supported employment pathways and employment support programmes, including Access to Work. Opportunities to meet adults with disabilities, role models and professionals with lived experience. Involvement of supported employment specialists and other professionals where appropriate to inform future planning.
Specialist Provision	Individualised employment pathway planning informed by the young person's aspirations, strengths and support needs. Exploration of supported internships and other supported employment pathways. Access to specialist job coaching and supported employment services. Bespoke work experience and workplace training programmes with personalised support. Identification and implementation of workplace adjustments and support strategies. Multi-agency planning involving education, employment, health, social care and supported employment professionals. Transition planning with post-16 providers, employment services and adult services where appropriate. Employment aspirations, outcomes and provision clearly reflected within the Education, Health and Care Plan and regularly reviewed.

Reflective Questions	Do all young people have high aspirations for their future education, training or employment? How are career aspirations identified, reviewed and developed over time? Are young people accessing meaningful employer encounters and workplace experiences? How do we ensure young people with SEND receive impartial and personalised careers guidance? Can young people describe their strengths, interests and support needs in relation to employment? How effectively are preparation for adulthood outcomes reflected within EHCPs and annual reviews? What evidence do we have that young people move into positive post-16 or post-18 destinations? Are we preparing young people for the changing labour market and local employment opportunities? How do we engage families in discussions about future employment and career pathways?

Useful links:

Preparing for Adulthood: Employment Resources - NDTi

Work Experience That Works | NDTi

Careers advice - job profiles, information and resources | National Careers Service

Understanding Access to Work

Life Skills | Developing work and life skills

1450-MSMF-Guide-V6.pdf – Careers Leaders Guide

Employability and Life Skills - Get Career Confident

Routes into Work Guide 2018.pdf

Understanding Access to Work

Supported internships - Derbyshire Local Offer

Pathway: Independent Living

Alongside preparing for future education and employment, young people should be supported to develop the practical skills and confidence needed to manage everyday life. Promoting independence helps young people become more confident decision makers and supports greater autonomy as they move towards adulthood.

Universal Provision	Independent living skills embedded across the curriculum and wider school experience. PSHE curriculum promoting personal safety, healthy lifestyles and preparation for adulthood. Opportunities to develop financial capability, including budgeting, banking and managing everyday expenses. Development of practical daily living skills, including food preparation, self-care and household management. Travel awareness, road safety and community navigation skills. Understanding housing, accommodation and future living options. Development of organisational skills, time management and personal responsibility. Opportunities to develop decision-making skills, including understanding choice, consent and independence. Preparation for increasing independence at home, in education and in the community.
Targeted Provision	Targeted programmes to develop independent living skills and increase confidence in everyday situations. Independent travel training and support to access the local community safely and independently. Small group interventions focused on budgeting, money management and making informed financial decisions. Targeted support to develop cooking, household management and self-care skills. Community-based learning opportunities to promote independence and reduce reliance on adult support. Supported opportunities to develop social independence and safely access local facilities and community activities. Preparation for increasing independence at home, in education and within the wider community.

Specialist Provision	Individualised planning to develop independence in line with the young person's strengths, aspirations and support needs. Adult social care transition planning, including Care Act assessments where appropriate. Support to explore future housing, accommodation and living arrangement options. Consideration of different post-16 learning opportunities where relevant. Planning for personal budgets, direct payments and other adult support arrangements where appropriate. Assessment and use of assistive technology to increase independence. Multi-agency planning involving education, health, social care and other relevant professionals. Outcomes, aspirations, provision and responsibilities relating to independent living clearly reflected within the Education, Health and Care Plan and regularly reviewed. Preparation for adulthood support focused on enabling young people to live where and with whom they choose, whilst maximising independence, choice and control. Preparation for managing support, care arrangements and decision-making in adulthood, including understanding available support, developing self-determination, and increasing involvement in decisions about future care and support.
Reflective Questions	How are independence skills taught and reinforced across the curriculum and daily school life? Do young people have opportunities to develop practical skills for adulthood? How are young people supported to make choices and take increasing responsibility for themselves? Are pupils developing confidence in managing money, travel and personal organisation? How do we prepare young people for greater independence beyond school? Are young people given opportunities to practise independence skills in real-life contexts? How effectively do we identify and address barriers to independence? How do families contribute to planning for future independence? Are young people aware of the housing, support and community options available to them in adulthood?

Useful links:

Preparing for Adulthood: Independent Living - NDTi

ASDAN Website | My Independence

How can financial planning support independent living? KS4 | Y11 Citizenship | Lesson Resources | Oak National Academy

Pathway: Community Inclusion

Being part of a community is an important contributor to wellbeing, independence and quality of life. Schools can support young people to develop meaningful relationships, participate in community activities and understand how to access opportunities within their local area. Encouraging participation and belonging helps lay the foundations for active citizenship and social inclusion beyond school.

Universal Provision	Opportunities to participate in school, community and enrichment activities. Development of friendships, positive relationships and social networks. Education to support safe and responsible use of social media, technology and online gaming. Citizenship education promoting rights, responsibilities and active participation in society. Opportunities to contribute to school and local communities through volunteering and community-based activities. Access to sports, arts, cultural and leisure opportunities. Awareness of local services, community resources and sources of support. Development of resilience, personal safety and skills to navigate everyday challenges. Understanding how to access help, support services and emergency assistance when needed. Opportunities to develop a sense of belonging, identity and participation within a range of groups and communities.
Targeted Provision	Targeted support to develop friendship, relationship and social communication skills. Social skills groups, peer mentoring and structured opportunities to build social networks. Support to understand personal safety, bullying, online risks and safe participation in the community. Programmes focused on confidence, resilience and managing change. Supported participation in extracurricular, leisure, volunteering and community-based activities. Targeted opportunities to develop independence and community navigation skills, including access to local facilities and travel within the community. Use of person-centred approaches, circles of friends and other evidence-based interventions to strengthen relationships and community inclusion. Opportunities for young people to contribute their views through student voice, participation and leadership forums. Support to access activities, services and community opportunities that reflect individual interests, strengths and aspirations.

Specialist Provision	Individualised support to develop and maintain friendships, relationships and community connections. Bespoke support to access community groups, activities and opportunities that reflect the young person's interests and aspirations. Community Connector involvement to identify and develop natural sources of support within the local community. Development of circles of support and other approaches to strengthen social networks. Specialist support to understand friendships, intimate relationships, consent and relationship expectations. Personalised relationships and sex education where additional support is required. Intensive support to establish, maintain and generalise community participation across different settings. Support to reduce social isolation and increase community presence and belonging. Multi-agency planning involving education, health, social care and community services where appropriate. Outcomes, aspirations and provision relating to community inclusion and relationships clearly reflected within the Education, Health and Care Plan and regularly reviewed.

Reflective Questions	Do all young people have opportunities to develop and maintain meaningful friendships? How do we support young people to participate in the wider community? Are young people encouraged to contribute to their school and local community? How do we promote belonging, inclusion and participation for all learners? What opportunities exist for volunteering, leadership and community engagement? How effectively do we support young people who are at risk of social isolation? Do young people know how to access leisure, recreation and community activities? How are social communication and relationship-building skills developed? What evidence do we have that young people are building networks of support beyond school?

Useful links:

Preparing for Adulthood: Friends, Relationships & Community - NDTi

Leisure and activities - Derbyshire Local Offer

Travel and transport - Derbyshire Local Offer

Positive friendships – KS3 and KS4 lesson plan pack | Positive friendships | Campaign Resource Centre

What is a circle of friendship - resources and worksheets

Friendship Programme | The East Midlands Education Support Service

Positive friendships - School Zone | Mental wellbeing | Campaign Resource Centre

CN0468_AchievementforAll_Module_V3.pdf

Secondary RSE and SEND inclusion PSHE curriculum

RSE for disabled pupils and pupils with SEN - SEF.pdf

Pathway: Health and Wellbeing

Developing and maintaining good health and wellbeing is fundamental to achieving positive Preparation for Adulthood outcomes. Young people should be supported to understand their physical, emotional and mental health needs, develop self-management skills and gradually take greater responsibility for decisions that affect their health and wellbeing.

Universal Provision	PSHE curriculum promoting physical, emotional and mental wellbeing. Access to high-quality physical education, physical activity and opportunities to maintain a healthy lifestyle. Education to support healthy choices, including sleep, nutrition, relationships, substance awareness and responsible use of technology. Development of self-care skills and understanding of personal health and wellbeing. Support to understand, access and make appropriate use of health services, including primary healthcare and preventative health checks. Mental health awareness and opportunities to develop resilience and emotional wellbeing. Education about healthy relationships, relationships and sex education (RSE), and personal safety. Health promotion activities, including immunisation awareness, oral health and preventative healthcare. A culture that promotes healthy lifestyles and encourages young people to seek support when needed. Developing the knowledge, confidence and skills to make informed decisions about personal health and wellbeing.

Targeted Provision	Targeted support to develop understanding of personal health, wellbeing and healthy lifestyle choices. Programmes focused on emotional wellbeing, resilience, anxiety management and emotional regulation. Support to recognise, communicate and respond appropriately to physical discomfort, illness, pain and changes in health. Support to develop healthy routines, including sleep, personal hygiene and self-care. Small group interventions promoting physical health, mental wellbeing and healthy lifestyles. Support to understand health services, healthcare professionals and when to seek medical advice or emergency assistance. Opportunities to develop confidence in discussing health concerns and seeking support from trusted adults and professionals. Development of personalised tools, such as health passports, to promote independence and effective communication about health needs where appropriate. Health mentoring and targeted wellbeing support tailored to individual needs. Preparation to take increasing responsibility for managing personal health needs and healthcare appointments.
Specialist Provision	Individualised planning to support young people with complex health needs and promote the best possible health outcomes. Education, Health and Care Plans clearly reflect health aspirations, outcomes, provision and responsibilities, which are regularly reviewed with the young person and their family. Support to develop the knowledge, skills and confidence to make informed decisions about health and healthcare. Individual healthcare planning and support to manage long-term health conditions. Development and use of personalised tools, such as health passports, to support communication about health needs. Planning and preparation for annual health checks and adult healthcare pathways where appropriate. Transition planning to adult health services, ensuring continuity of care and support. Access to specialist health practitioners and multidisciplinary support where required. Multi-agency planning involving education, health, social care and other relevant professionals to coordinate support for complex health needs. Preparation to take increasing responsibility for managing personal health needs, healthcare appointments and treatment arrangements where appropriate.

Reflective Questions	Are young people developing the knowledge and skills needed to manage their own health and wellbeing? How are healthy lifestyles promoted throughout the curriculum and wider school experience? Do young people understand how and when to access health services? How are emotional wellbeing and mental health supported across the school? Are young people becoming increasingly confident in discussing their health needs? How are transitions to adult health services planned and supported where required? Do young people understand the importance of physical activity, nutrition and self-care? How do we support young people to build resilience and manage change? What evidence do we have that pupils feel safe, healthy and supported?

Useful links:

Wellbeing Resources for Schools | Key Stage 3 | STEM Crew

Resource hub: Mentally Healthy Schools

Free Y11 RSHE (PSHE) Lesson & Curriculum Resources | Oak National Academy

Healthy Eating: Teaching and Learning Materials (Secondary) - Healthy Schools

Physical health: Why have a healthy diet? KS3 | Y7 RSHE (PSHE) | Lesson Resources | Oak National Academy

Health checks for people with a learning disability » Joined Up Care Derbyshire

Developing Choice and Self-Advocacy

Universal Provision	Opportunities for all pupils to express their views, wishes and aspirations. Participation in person-centred planning and annual reviews. Target setting and reflection through the curriculum and tutor programme. PSHE curriculum that promotes confidence, decision-making and resilience. Opportunities to take on responsibilities within school, such as student leadership roles. Support to understand strengths, interests and areas for development. Encouragement to contribute to transition planning and post-16 decision-making. Opportunities to make informed choices and develop independence in everyday decision-making. Opportunities to understand individual rights, responsibilities and self-determination.
Targeted Provision	Small group interventions focused on confidence, communication and self-advocacy. Additional support to prepare for annual reviews and transition meetings. Supported opportunities to present views and aspirations. Programmes focused on goal setting and future planning. Communication support to enable participation in decision-making. Peer mentoring and supported leadership opportunities. Targeted support to prepare for and participate meaningfully in review meetings and decision-making processes.
Specialist Provision	Individualised support to communicate views, wishes and feelings. Independent advocacy services where appropriate. Specialist communication approaches, including AAC. Support to develop decision-making skills in preparation for adulthood. Supported decision-making approaches to maximise participation in decisions about education, health, care and future aspirations. Involvement of relevant professionals where decision-making capacity may need to be considered. Bespoke preparation for significant transitions and adult services involvement. Education, Health and Care Plans clearly reflect the young person's views, wishes, aspirations and desired outcomes, with evidence that they have been actively involved in planning and decision-making.

Reflective Questions	Are young people active participants in planning and reviewing their support? Can young people confidently express their views, wishes and aspirations? How do we support young people to make informed choices and decisions? Are young people encouraged to take increasing ownership of their future plans? How effectively are young people's voices reflected within EHCPs and annual reviews? Do young people understand their strengths, interests and support needs? How do we develop confidence, resilience and self-determination? Are young people prepared to advocate for themselves in post-16 settings and adulthood? What opportunities do young people have to practise leadership and decision-making?

Useful links:

PfA Outcomes Tool.pdf

Preparing for Adulthood: All Tools & Resources - NDTi

Preparing for Adulthood Pathway

ProgressinPreparingforAdulthoodweb-2.pdf

Supporting Planning & Writing Good PfA Outcomes | NDTi

Step Into the NHS: Key Stage 4

Community Connectors - service information

Key Topics to Cover at Annual Reviews from Year 9 - NDTi

Preparation for adulthood arrangements in local areas: a thematic review - GOV.UK

Reviewing and Developing Your Preparation for Adulthood Offer

Schools may wish to use this provision map as part of an annual review of their Preparation for Adulthood provision. Consideration should be given to which elements are already well established, which areas require further development and how the views of young people and families are informing future planning. Regular evaluation can help ensure that Preparation for Adulthood remains a whole-school priority and that provision continues to evolve in response to the needs and aspirations of young people.

One Final Reflective Question

If a young person left your school tomorrow, would they have the knowledge, skills, confidence and experiences needed to move successfully towards adulthood?