DERBYSHIRE LOCAL OFFER
PREPARING FOR ADULTHOOD

DERBYSHIRE County Council

Preparation for Adulthood Whole-Setting Implementation Framework

Purpose

This framework supports schools and settings to develop, implement and sustain a whole-setting approach to Preparation for Adulthood (PfA) for children and young people with SEND. It is designed for use across:

- Early Years settings
- Primary schools
- Secondary schools
- Special schools
- Alternative Provision
- Post-16 settings.

The framework can be used as a self-evaluation tool, implementation plan and improvement framework. It recognises that Preparation for Adulthood starts from the earliest years and should be embedded within everyday teaching, curriculum planning, pastoral support, transition planning and engagement with families.

The Preparation for Adulthood Vision

Example vision: Our setting is committed to ensuring that all children and young people develop the knowledge, skills, confidence and aspirations they need to:

- Achieve their goals and ambitions
- Have meaningful educational and employment opportunities
- Develop independence and life skills
- Build relationships and participate in their communities
- Achieve the best possible health and wellbeing outcomes.

Section 1: Self-Assessment Audit

Rate your current position.

Include a brief summary of evidence that supports your self-assessment rating. This may include examples of practice, policies, procedures, curriculum content, pupil outcomes, staff development, or other relevant evidence.

Area	Red (Emerging)	Amber (Developing)	Green (Embedded)	Evidence
Leadership and Vision	☐	☐	☐	
Curriculum and Learning	☐	☐	☐	
Employment and Aspirations	☐	☐	☐	
Independent Living	☐	☐	☐	
Health and Wellbeing	☐	☐	☐	
Friends, Relationships and Community	☐	☐	☐	
Person-Centred Planning	☐	☐	☐	
Family Engagement	☐	☐	☐	
Workforce Development	☐	☐	☐	
Measuring Impact	☐	☐	☐	

Key Strengths

Priority Areas for Development

Section 2: Whole-Setting Implementation Framework

Strand 1: Leadership and Vision

What Good Practice Looks Like

- PfA is included within strategic planning.
- Senior leaders can articulate the PfA vision.
- Staff understand how PfA relates to their role.
- Governors or trustees monitor progress.
- PfA is reflected within key policies and plans.

Self-Evaluation Questions

- Do leaders actively promote PfA?
- Is there a designated PfA lead?
- Is PfA part of school improvement planning?
- Is progress reported to governors?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 2: Curriculum and Learning

What Good Practice Looks Like

- PfA is embedded throughout the curriculum.
- Learning develops transferable life skills.
- Opportunities for real-life learning are planned.
- Career and future aspirations are promoted from an early age.
- Progression is evident across all phases.

Self-Evaluation Questions

- Where do PfA outcomes appear in the curriculum?
- How are practical life skills taught?
- Are aspirations promoted across all subjects?
- How is independence developed over time?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 3: Employment and Aspirations

Primary Focus

- Developing aspirations
- Understanding jobs and roles
- Developing strengths and interests
- Community role awareness

Secondary Focus

- Careers education
- Employer encounters
- Vocational profiling
- Transition planning

Post-16 Focus

- Supported internships
- Work experience
- Employment pathways
- Further and higher education

Self-Evaluation Questions

- How are aspirations promoted?
- Are children exposed to a range of career opportunities?
- Is career-related learning progressive?
- Are young people supported to make informed choices?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 4: Independent Living

What Good Practice Looks Like

Children and young people are supported to develop:

- Choice making
- Decision making
- Problem solving
- Personal organisation
- Self-care skills
- Financial awareness
- Travel awareness
- Daily living skills

Self-Evaluation Questions

- Is independence explicitly taught?
- Are opportunities for independence planned daily?
- Can learners make meaningful choices?
- Is there clear progression?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 5: Health and Wellbeing

What Good Practice Looks Like

- Learners understand healthy lifestyles.
- Emotional wellbeing is promoted.
- Resilience is developed.
- Children are encouraged to communicate their needs.
- Health professionals contribute to planning where appropriate.

Self-Evaluation Questions

- How is wellbeing promoted?
- Do children understand healthy choices?
- Are young people involved in decisions about their wellbeing?
- Is emotional literacy developed?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 6: Friends, Relationships and Community Participation

What Good Practice Looks Like

- Learners develop social networks.
- Community participation is encouraged.
- Relationships are valued and supported.
- Opportunities for belonging are promoted.
- Inclusion extends beyond the classroom.

Self-Evaluation Questions

- How are friendships supported?
- What opportunities exist for community participation?
- Are learners encouraged to contribute positively to their community?
- Is social inclusion promoted?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 7: Person-Centred Planning

What Good Practice Looks Like

- Children and young people are listened to.
- Outcomes reflect what matters to them.
- Strengths, interests and aspirations are identified.
- Person-centred tools inform planning.
- Vocational profiling is used where appropriate.

Self-Evaluation Questions

- How are pupil voices captured?
- Do plans reflect aspirations?
- Are strengths routinely discussed?
- Are outcomes meaningful and personalised?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 8: Family Engagement

What Good Practice Looks Like

- Families are partners in planning.
- Information is accessible.
- Families understand PfA.
- Aspirations are discussed regularly.
- Transition planning is collaborative.

Self-Evaluation Questions

- How are families involved?
- Do families understand PfA?
- Are aspirations discussed routinely?
- Is co-production evident?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 9: Workforce Development

What Good Practice Looks Like

- Staff receive training on PfA.
- Staff understand outcome-focused planning.
- PfA knowledge is regularly updated.
- Good practice is shared across the setting.

Self-Evaluation Questions

- What training has been provided?
- Do staff understand the PfA pathways?
- Is staff confidence monitored?
- Is there a programme of ongoing development?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Strand 10: Measuring Impact

What Good Practice Looks Like

- Progress is monitored.
- Learner voice informs evaluation.
- Family feedback informs development.
- Evidence demonstrates increasing independence and participation.
- Improvement planning is informed by outcomes.

Self-Evaluation Questions

- How do we know PfA is making a difference?
- What evidence do we collect?
- How do learners contribute to evaluation?
- How is success celebrated?

Actions

Action	Lead	Resources	Timescale	Success Indicators

Section 3: Age-Phase Expectations

Early Years Foundation Stage

- Communication
- Choice making
- Self-help skills
- Building confidence
- Developing interests
- Early social interaction

Key Stage 1

- Developing independence
- Understanding routines
- Personal responsibility
- Early aspirations
- Community awareness

Key Stage 2

- Decision making
- Problem solving
- Enterprise activities
- Understanding strengths
- Community participation

Key Stage 3

- Self-advocacy
- Future planning
- Employability skills
- Increased independence
- Personal responsibility

Key Stage 4

- Career planning
- Transition preparation
- Independent living skills
- Community participation
- Post-16 options

Post-16

- Employment pathways
- Independent living
- Community inclusion
- Managing health and wellbeing
- Adult life planning

Section 4: Annual Action Plan

Priority	Why this is needed	Actions	Lead	Timescale	Success Measures

Section 5: Impact Review

What Has Improved?

Employment and Aspirations
Evidence:

Independent Living
Evidence:

Health and Wellbeing
Evidence:

Friends, Relationships and Community Participation

Evidence:

Learner Voice

What are children and young people saying?

Family Voice

What are families saying?

Staff Feedback

What are staff saying?

Section 6: Implementation Journey

Step 1 - Establishing Foundations

Key Priorities

☐ Complete self-assessment

☐ Establish leadership responsibilities

☐ Develop shared vision

☐ Raise staff awareness

☐ Map current provision

☐ Identify improvement priorities

Step 2 - Embedding Practice

Key Priorities

☐ Integrate PfA into curriculum

☐ Develop person-centred planning

☐ Strengthen family engagement

☐ Develop community links

☐ Improve outcome tracking

☐ Expand opportunities for independence

Step 3 - Sustaining and Improving

Key Priorities

☐ Evaluate impact

☐ Refine provision

☐ Share effective practice

☐ Strengthen partnership working

☐ Ensure sustainability

☐ Embed continuous improvement

Whole-School Success Statement

Preparation for Adulthood is a whole-setting approach that supports every child and young person to develop the skills, knowledge, confidence and aspirations needed for adult life. Through progressive opportunities, high expectations and person-centred planning, all children and young people are supported to prepare for a fulfilling and meaningful future.