Preparation for Adulthood Good Practice Examples

Examples of Practice Across the Key Stages

Introduction

Effective Preparation for Adulthood (PfA) is not delivered through isolated activities or only discussed during transition periods. Instead, it should be embedded across the curriculum, wider school experiences, pastoral support, and opportunities available within the local community.

This resource has been developed using examples of practice shared by Derbyshire SENDCOs and practitioners. The examples are intended to provide inspiration and practical ideas for schools and settings. They are not exhaustive and should be adapted to reflect the individual strengths, needs, interests and aspirations of pupils.

Schools may find this resource useful when:

- Reviewing their Preparation for Adulthood offer.
- Developing SEND and inclusion strategies.
- Creating or reviewing PfA provision maps.
- Supporting annual reviews and EHCP planning.
- Identifying opportunities to strengthen provision across the four PfA pathways.
- Evaluating how Preparation for Adulthood is embedded throughout school life.

Preparation for Adulthood should be evident throughout a pupil's educational journey. The most effective practice develops skills gradually, creates meaningful opportunities for participation, develops aspirations and supports every child and young person to achieve positive adult outcomes that reflect their individual strengths, needs and ambitions.

Acknowledgements

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Education, Training and Employment

What Good Practice Looks Like

Children and young people are encouraged to develop aspirations, understand the world of work and build the skills needed for future employment and learning. Opportunities are progressive and age-appropriate, building from awareness and exploration through to careers planning and work-related experiences.

Early Years and Key Stage 1	Examples may include: Learning about different jobs through stories, role play and visitors. Exploring occupations through imaginative play. Developing communication and social interaction skills. Taking responsibility for simple classroom tasks. Building confidence to try new activities.
Key Stage 2	Examples may include: Careers and aspiration themed learning. Visits from local employers. Enterprise projects. Learning about strengths and talents. Setting personal goals. Developing teamwork and problem-solving skills.
Key Stages 3 and 4	Examples may include: Careers interviews and guidance. Employer encounters. Work experience placements. Enterprise activities. College visits and taster sessions. Developing CV writing and interview skills. Understanding workplace expectations.
Post-16	Examples may include: Supported internships. Apprenticeship information and guidance. Vocational qualifications. Supported employment opportunities. Independent travel to education or work placements. Employer engagement activities.

Reflective Questions

- How do pupils learn about future employment opportunities?
- How are aspirations raised for all learners, including those with SEND?
- What opportunities do pupils have to develop employability skills?
- Are careers activities adapted and accessible?

Independent Living

What Good Practice Looks Like

Children and young people are supported to develop the practical, decision-making and self-management skills needed to live as independently as possible.

Early Years and Key Stage 1	Examples may include: Personal care and self-help skills. Making simple choices. Following routines. Keeping safe. Managing belongings.
Key Stage 2	Examples may include: Independent organisation skills. Understanding money. Time awareness. Contributing to household responsibilities. Developing problem-solving skills.
Key Stages 3 and 4	Examples may include: Travel training. Managing personal finances. Food preparation. Independent living skills programmes. Using community facilities. Digital independence skills. Understanding personal safety.
Post-16	Examples may include: Managing bills and budgeting. Housing and accommodation options. Self-management of appointments. Independent travel. Understanding support arrangements and adult services.

Reflective Questions

- How do pupils develop independence over time?
- What opportunities exist for pupils to practise real-life skills?
- How are individual independence goals identified and reviewed?
- Are opportunities available within school and the community?

Community Inclusion

What Good Practice Looks Like

Children and young people are supported to build meaningful relationships, develop social understanding, participate in their communities and experience a sense of belonging.

Early Years and Key Stage 1	Examples may include: Turn-taking and sharing. Cooperative play. Understanding feelings. Friendship development. Participation in school events.
Key Stage 2	Examples may include: School council participation. Clubs and enrichment opportunities. Community projects. Building resilience and self-confidence. Learning about diversity and inclusion.
Key Stages 3 and 4	Examples may include: Youth clubs and social groups. Volunteering opportunities. Community participation. Relationship education. Developing self-advocacy skills. Peer mentoring programmes.
Post-16	Examples may include: Accessing community groups. Maintaining friendships outside education. Supported volunteering. Independent participation in leisure activities. Contributing to local communities.

Reflective Questions

- How do pupils develop and maintain friendships?
- Are opportunities available to participate in the wider community?
- How are pupils supported to express their views and make decisions?
- How do we promote belonging and inclusion?

Health and Wellbeing

What Good Practice Looks Like

Children and young people understand how to maintain their physical and emotional health and know how to access support when required.

Early Years and Key Stage 1	Examples may include: Learning healthy routines. Physical activity. Emotional literacy activities. Understanding basic personal hygiene. Developing awareness of feelings.
Key Stage 2	Examples may include: Healthy lifestyles education. Emotional wellbeing support. Physical activity and sports participation. Understanding health professionals and their roles. Developing resilience.
Key Stages 3 and 4	Examples may include: Personal health management. Mental wellbeing support. Relationships, Sex and Health Education. Understanding healthcare appointments. Promoting healthy lifestyles. Emotional regulation strategies.
Post-16	Examples may include: Managing appointments independently. Understanding medication and healthcare needs. Accessing adult health services. Healthy lifestyle choices. Emotional wellbeing and self-advocacy.

Reflective Questions

- How do pupils learn to manage their own health needs?
- Are pupils supported to understand their wellbeing?
- How do we promote healthy lifestyles across the curriculum?
- Are health-related skills explicitly developed?